

The Manitoba School Trustees' Association



Thirty-Fourth Annual Convention

WINNIPEG

January 19, 20, 21, 1943



Report of Proceedings

SEE NEW BY-LAWS—Pages 105 to 110

ATTENTION TRUSTEES

Under present War Conditions you can help materially if you will take your problems to your Trustees' Association. Write the Secretary, Robert Love, Melita, Man., regarding any problem except purely academic) and thereby save the time of the Department of Education.

(Every Trustee is Asked to Read This Report Carefully)

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The Manitoba School Trustees'
Association

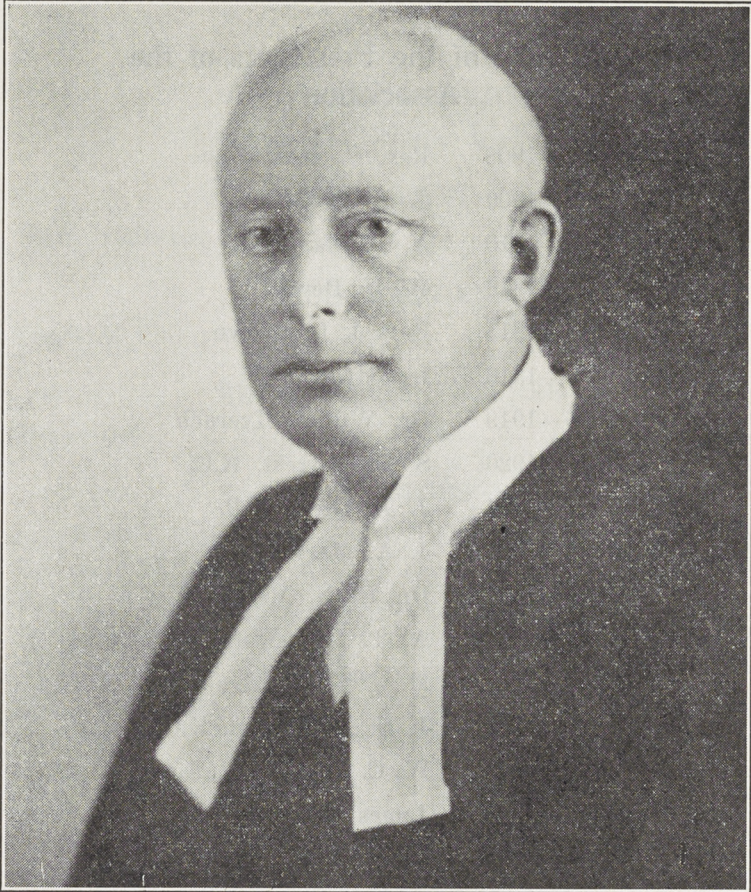


PROCEEDINGS
OF THE
THIRTY-FOURTH
Annual Convention



Held in the
CIVIC AUDITORIUM, WINNIPEG
January 19, 20, 21, 1943

OFFICERS
OF THE
Manitoba School Trustees' Association
1942-1943



D. L. CAMERON
President
Manitoba School Trustees' Association

A Record of the Presidents of the Association

1907—1908	Rev. S. McMorine
1908—1909	J. A. McKerchar
1909—1910	A. M. Campbell
1910—1913	W. H. Bewell
1913—1915	Rev. J. L. Brown
1915—1916	Ira Stratton
1916—1919	Dr. William Iverach
1919—1920	S. H. Forrest, K.C.
1920—1924	J. A. Glen, M.P.
1924—1926	J. A. Marion
1926—1931	Dr. H. N. Macneill
1931—1933	A. T. Hainsworth
1933—1937	M. J. Stanbridge
1937—1939	J. N. McFadden, K.C.
1939—1940	W. C. Miller, M.L.A.
1940—1942	James Dowsett
1942—1944	D. L. Cameron

OFFICERS

OF THE

Manitoba School Trustees' Association

1943-1944

HONORARY PRESIDENT

The Hon. Ivan Schultz, LL.B., K.C.

PRESIDENT

D. L. CameronManitou

VICE-PRESIDENT

James A. CuddySanford

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Mrs. E. J. Manns Edrans

Mrs. R. F. Rorke Winnipeg

W. H. French Stony Mountain

James Dowsett Minnedosa

George A. Fitton Brandon

Bert McLeod Shoal Lake

Harry H. Allen Virden

LIFE MEMBERS AND YEAR OF ELECTION

J. A. Marion St. Boniface 1928

W. H. French Stony Mountain 1928

J. E. Harriott Pigeon Bluff 1928

Dr. Wm. Iverach Isabella 1928

C. Wiechman Treherne 1928

George Anderson (Deceased) Dugald 1928

Robert Houston (Deceased) Starbuck 1931

Dr. H. N. Macneill Dauphin 1933

S. H. Forrest, K.C. Souris 1933

Dr. R. Fletcher, B.A., LL.B. Winnipeg 1943

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Manitoba School Trustees' Association

1943 CONVENTION

Held in the

CIVIC AUDITORIUM, WINNIPEG

January 19, 20, 21, 1943

Tuesday, 19th January, 1943, 9.45 a.m.

Mr. D. L. Cameron (President of the Manitoba
School Trustees' Association), Chairman.

THE CHAIRMAN: Ladies and Gentlemen, if you will come to order we will proceed to formally open the thirty-fourth Annual Convention of the Manitoba School Trustees' Association. Will you all stand, and sing "O Canada"?

THE CHAIRMAN: The first item of business is the formation of the Resolutions Committee. Four members of that Committee, including the Chairman, are appointed by the Executive of your Association. Those names I will give you now:

Mr. James Dowsett, Minnedosa (Chairman).

Mr. C. E. Lambert, St. Boniface.

Mrs. Manns, Edrans.

Mrs. Rorke, of the Winnipeg School Board.

The following were nominated and appointed by the Convention:

Mr. Wyatt, St. Vital.

Mr. Champagne, Somerset.

Mr. Page, Grandview.

Mr. Cresswell, Gladstone.

Mr. Chappell, Benito.

Mr. Webber, Manitou.

THE CHAIRMAN: I have great pleasure at this time in calling upon His Worship, Garnet Coulter to speak to you.

MAYOR COULTER (having been received with applause): Mr. Chairman, Ladies and Gentlemen of the Convention: I am very gratified at the manner in which you have received the announcement of the Chairman; it pleases me very much. I have not been in my present office very long but I have been there long enough to be made aware that one of the happiest things that I have to do, and one of the things that I do best because I like to do it, is to welcome conventions such as this one to the City of Winnipeg. I have had experience in matters of school administration, and I know the importance of the job which the men and women of the School Trustees' Association have in hand. It is an old story and one that cannot be told too often—that education is one of the most fundamental things in our society. You are all aptly named "trustees" because the word "trustee" does imply a great duty and a great responsibility; that duty and responsibility does rest upon your shoulders. I trust you may have a very successful convention. I have attended nearly every convention you have held here, for many

years, either in the capacity of a delegate or as one having to do with welcoming you to the City. I know how earnestly previous conventions have gone to work to do their job. I am quite sure that this convention will also do the same. Now it is near enough to the first of the year to permit me to wish you all a very happy New Year. I thank you.

THE CHAIRMAN: I am sure we thank His Worship exceedingly for his kind greeting, and at this time I would just like to express to Mayor Coulter, to his confreres on the Council and also to the citizens of Winnipeg generally our hearty thanks for the free use of this wonderful auditorium. I would ask you to thank him by your applause. (Applause.)

THE CHAIRMAN: The next message of greeting we have is from the Winnipeg School Board through Dr. F. E. Warriner, the Chairman. I am sure you all know Dr. Warriner, as well as I have, as a member of the Winnipeg School Board for many years.

DR. WARRINER: Mr. Chairman, Your Worship and Friends: When I see Brother Coulter on the platform it takes me back a few years because when I first went on the School Board Mr. Coulter was an outstanding member there, and later on he was Chairman. Then he left us and went to the Council, and I beat him to the Mayor's chair. Then he took over my job as Mayor and I took over the School Board—history repeats itself. I hope the time will come when Canadians will all have the same opportunity to get the same education. I think that is a problem we can all help to solve. On behalf of the School Board of Winnipeg I wish you the very best of success in this convention. I hope the year 1943 will bring you peace and prosperity.

THE CHAIRMAN: I want to thank Dr. Warriner very much for that kind message. We extend a very sincere welcome to the Mayor and to Dr. Warriner to sit in with us in this convention.

THE CHAIRMAN: Now we have the report of our Secretary-Treasurer, and I will call upon Mr. Love to give us that.

MANITOBA SCHOOL TRUSTEES' ASSOCIATION

Statement of Cash Receipts and Disbursements

January 10th, 1942 to January 9th, 1943

Receipts

Bank of Montreal—January 10th, 1942		\$1,188.70
Province of Manitoba—Grants	\$2,500.00	
Rebate from Pool Committee	111.60	
Passenger Association Refund	18.75	
	<hr/>	2,630.35
		<hr/>
		<u>\$3,819.05</u>

Disbursements

Audit	\$ 10.00
Convention Expenses	534.06
Executive Expenses	1,177.51
Regional Meetings	180.90
Printing of Reports for 1942 Convention	310.74
General Printing	177.11
Secretary-Treasurer—Salary	600.00

Secretary-Treasurer—Bond	10.00	
Express and Telephones	55.47	
Postage	125.00	
Jas. A. Cuddy—re Health Report Expenses	8.50	
Bank Exchange Charge25	
Total Disbursements		\$3,189.54
Cash in Bank of Montreal—January 9th, 1943.....	\$ 694.97	
As per Bank Statement:		
Less Outstanding Cheques—		
No. 339, Jas. Cuddy	\$ 3.00	
No. 362, Badge and Specialty Co.	57.97	
No. 363, Man. Telephones	4.49	
	65.46	
		629.51
		<u>\$3,819.05</u>

Certificate

We have audited the above statement of Cash Receipts and Disbursements of the Manitoba School Trustees' Association for the period of January 10th, 1942 to January 9th, 1943; properly authorized vouchers were produced for all expenditures; the best of our knowledge all receipts have been accounted for.

R. A. Robison, C.A.,
A. J. Dussault.

Winnipeg, Manitoba, January 16th, 1943.

MR. LOVE: I move the adoption of that report.

MR. CRESSWELL (Gladstone): I second that.

THE CHAIRMAN: Is there any discussion. It is a most important report and for that reason perhaps you would like to take a little time to discuss certain items: if not I will put the motion. All in favor? Contrary? The motion is carried.

THE CHAIRMAN: The next item is Resolution Number 19 of 1942. If you remember, last year the Executive by resolution, moved by Mrs. Rorke, were instructed to go into the whole question of Christian Education, and for that reason, Mrs. Rorke, of your Executive is to deliver the report on Christian Education. I will call upon Mrs. Rorke.

MRS. RORKE: You will recollect Resolution Number 19 at the last convention regarding Christian Education, which concluded with the words "And that this resolution may be the more readily put into effect we make the following concrete suggestion: That the Executive appoint a committee to investigate the whole situation, to offer definite suggestions and give constructive leadership, the report of this Committee to be presented at the 1943 convention. I will read the report to you:

"Report of the Committee re Resolution No. 19 on Christian Education:

Your Committee has given careful consideration to the question of Christian Education in the public schools of Manitoba. In the course of its study it has reviewed the existing situation in our Province, and has noted with interest what is taking place in other parts of Canada.

Our system of education is built up with a Christian background, however, with many nationalities and different religions.

Your Committee recommends that the present status in Manitoba remains as is, at this time.

There is, and has been for many years, statutory provision for both religious exercises and religious teaching. The Public Schools Act distinguishes between "religious exercises" and "religious teaching," and makes separate and distinct provision and regulations for each. Therefore, your Committee recommends:

That all religious exercises be conducted in accordance with the regulations of the Advisory Board in all teacher-training institutions, and that teachers-in-training be given definite instructions on the purpose and conduct of these exercises in the schools."

I move the adoption of the report.

THE CHAIRMAN: You have heard the report, and Mrs. Rorke has moved its adoption. Is there any discussion on the report of your Committee? If not, can we have a seconder.

MR. MARTELL: I second that.

THE CHAIRMAN: The report has been regularly moved and seconded, all in favor? Contrary, if any? The resolution is carried.

THE CHAIRMAN: The next item is the Fire Insurance Committee's report, which is, by the way, a worthwhile and informative report. We are all interested in fire insurance for our respective schools. Mr. Marion will read the report.

ANNUAL REPORT OF SCHOOL FIRE INSURANCE COMMITTEE

It is now twelve years since a Committee representing the school trustees of the three prairie Provinces worked out with the Farm Mutual Companies, a plan of school fire insurance that would give adequate protection to schools against fire loss at a minimum cost.

The Plan has now been in operation since May 1st, 1930. About 5,000 school boards carry their insurance under it, having a total volume of nearly \$12,000,000.00. The Committee carry on a continuous campaign of fire prevention. The Companies provide fire extinguishers to the schools free of charge. Every school board is urged to make a personal inspection of its school property every year and to send in a detailed report to the Committee Secretary. The Secretary, C. E. Little of Regina, reported that he continues to receive excellent co-operation from school officials in carrying out these fire inspections, eliminating fire hazards and mailing back reports to him.

The three Mutual Companies associated with the School Trustees in this enterprise are the Wawanesa Mutual Insurance Company, The Portage la Prairie Mutual Insurance Company and the Saskatchewan Mutual Insurance Company.

The Committee meets once a year to review the record of School Fire Insurance during the previous year and to decide what other fire prevention measures can be put into effect, and whether or not a reduction in the premium rates is justified by the fire loss experience.

During the past year the Mutual Companies made a very substantial reduction in the school fire insurance rates. These reduced rates placed the cost of insurance for rural and village frame schools with less than three

classrooms at only 70 cents for \$100.00 of insurance for three years. For town schools with more than two classrooms the rate is slightly higher. The same low rates also apply to teacherages and other outbuildings on school property.

These new rates are nearly 30% lower than those previously in effect and will mean a substantial saving to school ratepayers. When the Committee went into operation in 1930 the prevailing rate of Fire Insurance at that time was \$1.50 for each \$100.00 of insurance or over twice as much as the rate today.

One difficulty that has confronted the Committee since its inception is how to determine the proper rate to be charged for school fire insurance. To answer the question definitely and accurately it would be necessary to know the value of all the school property to be insured and the fire losses that had occurred on all schools in the three Provinces during the last ten or twenty years.

The Committee discovered that none of the three Provincial Governments have so far kept any adequate or complete records of the school fire losses that have taken place in the respective Provinces. You can understand that this information would be very helpful in determining the proper rate to be charged on school risks. A resolution was therefore approved at the last annual meeting of the Committee requesting each Provincial Government to make it compulsory for all school boards to report school fire losses to their Department of Education, and that the information be made available to our Insurance Committee.

We again urge all trustees who are not carrying their insurance with us to consider doing so when their present policy expires. Our efforts to reduce the cost of school fire insurance depends on the support we receive from the school boards both in placing their insurance with us and also in safeguarding their school property against fire dangers. Application Forms for insurance may be obtained from our Secretary or from any representative of the Mutual Insurance Companies that are associated with us.

Mr. Chairman, I take pleasure in moving the adoption of this report.

MR. MARION: I have great pleasure in moving the adoption of this report.

THE CHAIRMAN: I think Mr. Marion ought to be congratulated a great deal on that worthwhile report. Is there any discussion in connection with it.

A DELEGATE: If fire extinguishers get out of order can we send in and get new ones?

MR. MARION: Certainly. The companies are interested in giving you the very best protection, and prevention against fire.

Motion is seconded and carried.

THE CHAIRMAN: The next item is the Education Week Committee report. That report is also given by Mr. Marion; we work Mr. Marion very hard.

EDUCATION WEEK REPORT

"Education For Free Men"

Program and Theme of Education Week, 1942.

The 12th annual "Education Week" will be observed November 8-14 in schools throughout Canada and Newfoundland. This gives an opportunity to interpret to communities what the schools are contributing to the war effort and the preparation our millions of Canadian boys and girls are receiving for the part they will play in the new world being shaped.

"Education for Free Men" is the general theme for the week and citizens are invited to visit the schools and see what they are doing to

Renew faith in democracy,
 Serve wartime needs,
 Build strong bodies,
 Develop loyal citizens,
 Cultivate knowledge and skills,
 Establish sturdy character,
 Strengthen morale for victory,
 Plan for the future years before us.

Radio Programmes

A. Net-Work:

Monday, November 9, 10.15 to 10.30 p.m., P.D.T.—

Mr. R. E. Shaul, Edmonton, Alta., President of the Canadian Teachers' Federation.

Tuesday, November 10, 7.45 to 8.00 p.m., E.D.T.—

Miss Beryl Truax, Montreal, Que., Vice-President of the Canadian Teachers' Federation.

B. CKY:

Monday, November 9, 3.30 to 4.00 p.m.—

Students of Gordon Bell High School, Winnipeg, roundtable discussion on "Why Study History?"

Thursday, November 12, 3.30 to 4.00 p.m.—

School Broadcast from the Fort Whyte School, Fort Garry.

C. CJRC

Sunday, November 8, 9.30 to 9.45 p.m.—

Mr. J. E. Ridd, Principal of the Riverview School, interviews the Hon. Ivan Schultz, Minister of Education.

Monday, November 9, 5.00 to 5.15 p.m.—

Mr. R. J. Johns, Director of Technical Education.

Tuesday, November 10, 5.00 to 5.15 p.m.—

Choir from General Wolfe School, Winnipeg, directed by Miss E. Lind.

Wednesday, November 11, 5.00 to 5.15 p.m.—

Dr. W. C. Graham, Principal of United College, Winnipeg.

Thursday, November 12, 5.00 to 5.15 p.m.—

Play by John Russell.

Friday, November 13, 5.00 to 5.15 p.m.—

Play directed by Miss Winnifred Boughton, Hugh John Macdonald Junior High School.

Saturday, November 14. This is in charge of Mr. Robert Jarman, Director of Physical Education, Winnipeg.

The General Committee will be grateful for all the publicity you can give Education Week in your school and community.

MR. MARION: I have much pleasure in moving the adoption of that report. There is one thing I would like to stress to my fellow trustees: in this week of Education something should be done in every school in the Province. It is the week that parents should visit the schools and judge for themselves what is being accomplished. There is something lacking, for I have been a trustee for 35 years and I find very few of the parents of the children come to the schools. I hope you will carry on and next year all the parents should be invited to come to the schools in Education Week.

THE CHAIRMAN: Thank you, Mr. Marion. Is there any discussion concerning this report? If not I will ask for a seconder.

A DELEGATE: I second that.

THE CHAIRMAN: The adoption of the report has been regularly moved and seconded. All in favor? Contrary? Carried.

THE CHAIRMAN: I want to first of all say how very pleased I was to have the opportunity of heading this Association for the term of one year. It was a worthwhile experience that I enjoyed very much. I was blessed with a good Executive—a very loyal body of ladies and gentlemen who aided me in every respect, and I want to thank them for their support. We had one innovation: for the first time as far as my recollection goes we had a member of the Winnipeg School Board sitting on the Executive. We were fortunate in having in Mrs. Rorke one well qualified to assist in our work, and I want to mention specially the very fine contribution Mrs. Rorke made. There are many things that I might at this time discuss with the Association. In the midst of war we have to prepare for peace and I believe that the members of our Association or the trustees generally throughout the Province should show leadership in the post war problems that are to come. We can discuss the Atlantic Charter as much as we like, also the various recommendations of the many committees but in any committees I have been sitting on when you come to analyse the problems there is one that always exists. It is easy to build a new order in theory but it is very hard to bring that into practice. Consequently it is my thought that the trustees, who are the worthwhile people in any district, should organize to deal with their own difficulty and also deal with the matter of receiving these boys who are coming back from the war. You are going to make a new world, and it must start in the small district before it can ever become world-wide. The Canadian Legion is trying to work out the problem as to what we can do or contribute—those of us at home—in making rules for the coming of the new order. One of the big jobs this Association has to do is to decide what contribution education can make in bringing in this new order. We all agree that there must be a new order; these boys do not want to come back to the world that they knew in times of peace; the opportunity for youth was entirely lacking. It is a terrible thing to say but people in Canada relatively are better off during war than they were in peace; that is a thing that cannot exist and will not exist—that will not

be allowed to exist in the new order. It can be a good order or a bad order, depending, in my opinion, on what educationally minded people are going to do at this time, and not when the war is over. Some people say we must win the war before we can discuss peace. Now that is entirely erroneous. I can in my own experience look back to the last war; when I came back things were not as they should have been. It is our job to start right now with our young people and give them the right ideas of citizenship. Citizenship is the most important subject that is being taught in our schools; in the past it has not been sufficiently emphasized, or possibly I should say the right kind of citizenship has not been taught. We do not stress the obligations of the ordinary citizens so far as a democracy is concerned. Now the Minister of Education and the Provincial Legislature are very much concerned about this problem and as to what the Government of Manitoba should do so far as citizenship is concerned. There has been a special committee set up by the Legislature, composed of Hon. Messrs. Marcoux, Turnbull and Welch and Messrs. Bardal, Clark, Hryhorczuk, Kitchen, Krawchyk, Miller, Wawrykow, and the Mover—I don't know who the Mover was. This is a letter that was addressed to me as President of your Association, from the Minister of Education:

“30th November, 1942.

Mr. D. L. Cameron,
President, School Trustees' Association,
Manitou, Manitoba.

Dear Sir,

At the last session of the Manitoba Legislature the following resolution was unanimously passed:

‘That a Special Select Committee of the Legislative Assembly be appointed to enquire and report upon:—

(a) The administration and financing of the public school system of the province;

(b) Equalization of educational opportunity throughout the province, with particular reference to elementary and technical education;

(c) Technical education in the light of the present-day and post-war needs;

And that such committee have power to sit during the session and in the recess after prorogation, and in due course to report to the House any recommendations of the committee;

And that such committee be composed of Hon. Messrs. Marcoux, Turnbull, and Welch and Messrs. Bardal, Bell, Clark, Hryhorczuk, Ketchen, Krawchyk, Wawrykow and the Mover’.”

The purpose for which the committee is appointed is clearly indicated in the above stated resolution. At the preliminary meeting of the committee it was suggested the organization of which you are president, namely, Manitoba School Trustees' Association, would be interested in making representations to the committee and I can assure you the committee would be delighted to have representatives of your organization appear before it or submit a brief setting forth its views in regard to the matters above mentioned. Without in any way restricting the method in which you present the material to the committee, we would appreciate very much if you possibly could follow a general plan dealing with each section (a), (b) and (c) separately and fur-

nishing us with a typewritten brief in triplicate if possible. In all cases, in addition to presenting a brief, we would be most happy to have representatives of your organization appear in person before the committee for a general discussion and for the purpose of answering questions arising out of the brief. If it is impossible for you to present the brief in a typewritten form we will arrange to have it typewritten.

In order that the material may be bound for permanent record it is essential that a uniform size of paper be used and for that reason we will be glad to furnish the necessary paper required.

I would be glad to know if your Association or organization is interested in presenting a brief or appearing before the committee or both and if so, approximately at what date would your representatives be ready to appear before the committee. As we are anxious to arrange for future sittings I would be glad to have a reply at an early date in regard to this matter.

Yours truly,

Ivan Schultz,
Minister of Education.

Now in answer to that letter I convened a special session of your Executive, and we came to this conclusion, that we had to synchronize not only the ideas of the Executive on this very important subject but also we had to get the feeling of the Convention as a whole, and for that reason we had made certain recommendations in the form of resolutions that will all be on a separate order paper, and I want to briefly enumerate the points that we are going to stress. They will come up in the usual order. The first is, that some form of high school areas be defined. That Normalites be taken into City schools, and that country teachers exchange places with City teachers. That Grade IX be replaced in High School. Many of the teachers are not fitted for conducting Grade IX. That it be made possible to receive a Grade IX non-resident grant. Or charge parents with a fee for Grade IX. Some parents seem to be responsible for the scholars not desiring to proceed beyond Grade VIII. While larger areas in many cases seem desirable, yet, it is difficult to develop sympathy among rural trustees. It might be wise to seek a Sales Tax to secure greater revenue for schools, just as they do in the Province of Saskatchewan. We will have to get new sources of revenue, and a sales tax imposed throughout the whole of the Province seems a logical thing. The things I have mentioned are, as I have said before, the propositions of your Executive. What we want to get is a consensus of opinion as to what to do about these post-war programmes.

I want to speak about another matter, one that I mentioned at a regional convention, and that is, the subject of the incorporation of your Association. Your Association was formed in 1907, and, as I pointed out, we got along without being incorporated but the question of personal liability has to be considered in the event of the Association being sued. We are not suggesting that incorporation be carried out so that we can be legally sued; we do not want any lawsuits, but there is the point of the perpetuation of the Association. When you create a legal entity you create something that is perpetuated in the future, and then there are statutory ethics that safeguard you as an association that were discussed by me at

some length in the regional convention. There are one or two things in connection with the proposed incorporation that you might like to discuss: first of all as to whether or not your present system of financing is the correct one. Most bodies like ours are financed by a membership fee. We are financed, as has been said before, by the Provincial Government; that has its advantages of course, and also its disadvantages. We might as well know it now, because if the Government of the Province of Manitoba are keeping up this Association by a grant or otherwise naturally they have a hold on the activities of this Association. Some of us feel that we should not be restricted by that phase, and consequently some of us believe that we should finance ourselves, and thus we should be independent. However that is a matter for you to consider, and if you think it pertinent enough at the time of instructing your executive to proceed with the incorporation it must be considered that that would be one of the things that you would want included in the by-laws, or in the event of its being a private act, in the act itself—the method of financing the Association.

There is another matter that has been discussed at some length in connection with our Association, and that is the question of publicizing the work of the Association. It has been suggested by the Minister of Education that we purchase space in the Manitoba School Journal. That would be less costly of course than having a publication of our own. Still the school district associations in the provinces of Saskatchewan, Alberta and British Columbia have their own publications. This matter might be worth looking at, because we cannot do the work of this Association unless we publicize more than we are doing; that is self-evident.

There is another matter that you might want to discuss and it is very much on the same lines as the question I have just referred to. It has been suggested by the Minister of Education that the Association should have a full-time secretary, and an office in the City of Winnipeg. Now that proposal has its merits, and also its demerits. One of the latter, of course, is the cost of financing. If we are getting four thousand dollars from the Government for the work of the Association I do not see how it can be managed. A full-time secretary would have to have an adequate wage, and rents are high in the City of Winnipeg as you know. We would have to pay rent regularly or be ousted. Mr. Marion, I know, expressed the viewpoint last night that the time was not opportune. However the time is opportune for the incorporation of the Association. I do not think there is anyone who will contest that phase of it, because, ladies and gentlemen, whether or not you know it, we have in this Association a most powerful body; if we stick together and do the things that are right we can control the destiny of education in this Province—if we are united and fight for what we think is right.

I am very much relieved to hear that the replies have been received from the Minister, and I just want to thank you once again for the term of office that you have given me. I appreciate that election more than anything else that has ever happened in my life, and I want to thank you again. (Applause).

MR. CUDDY: Mr. Chairman, Ladies and Gentlemen: We are very pleased that the replies to the resolutions of 1942 have arrived. I am very sorry that they were not here to be taken up in the regular order in our

programme. There are fairly lengthy replies to some of the resolutions that I want you to listen to.

**Reply to the Resolutions Presented by the Executive of
The Manitoba School Trustee's Association**

RESOLUTION No. 1—Re School Finance.

Whereas the present system of financing schools is inadequate, and will continue to be so as long as local property assessment is the primary basis upon which school revenues are collected.

“Be it resolved that we ask the Provincial Government to include in its estimate to the Federal Government a sufficient amount to cover the additional cost of education.”

Answer. Regarding this resolution, in the brief submitted by the Province to the Rowell Commission on Dominion-Provincial Relations, we included an estimate of One Million Dollars as the sum necessary to provide a minimum standard of education throughout Manitoba. We have urged, and shall continue to urge, upon the Dominion Government the desirability of implementing the Rowell-Sirois Report which would procure for the Province and for the school districts the assistance asked for.

RESOLUTION No. 3—Re Non-Resident Grant.

Be it resolved that the Department of Education be requested to extend the non-resident grant to cover pupils taking the 12th grade.”

Answer. The Department of Education itself is very favorable to the principle enunciated in this resolution, as we realize the high schools are facing increased cost and they are providing a very valuable service in teaching Grade XII. The matter is now under consideration by the Government. We cannot give any guarantee at the present time that the recommendation of the Department will be accepted but we will make every effort to see that some assistance is given to the high schools of the Province either in this particular way or in some other way.

RESOLUTION No. 7—Van Drivers.

That whereas the cost of living and increases in cost of labor has advanced, and whereas the cost of driving vans has increased, we ask the Department: To raise the proportion for driving vans to forty cents a mile in place of the present rate of thirty-five cents a mile.

Answer. To implement this resolution would involve very heavy expense for the Government of the Province. We realize the consolidated schools face a considerable expense in this connection but it must be pointed out that at the present time the consolidated schools are receiving for transportation \$112,000.00, which is equal to 16 per cent of the regular legislative grant paid to all the schools of Manitoba. In other words, this is a type of assistance the benefit of which accrues to a relatively small number of schools and small number of pupils. Consolidated schools provide an excellent standard of education, but it is our considered opinion that only districts that are not able to provide such a standard, and districts which have not got the benefit of consolidation should receive further assistance before this request, reasonable in itself but impracticable at the moment, is granted.

RESOLUTION No. 8—Re Oral Reading.

Whereas reading is one of our most important subjects in our Public School Curriculum, and today not enough attention is being given to this subject:

Be it resolved that: Our Department of Education be asked from this Convention, that the subject of "Oral Reading" be given more attention in our Public Schools.

Answer. In regard to this resolution we would point that for the past six years this Department has been stressing the value of spoken English in the schools. In the Normal School, through the Manitoba School Journal, and through the efforts of the inspectors and with the co-operation of the teachers, we are gradually improving speech standards throughout the province. We have been conducting experiments in regard to Oral Reading and we are very pleased to note particularly during the past three or four years a very definite improvement in reading. Practically all of our inspectors in their annual reports commented on this improvement, and urged that the emphasis the Department is giving to Oral Reading be continued. We are glad to advise that for next year we are engaging a specialist in Speech Work as a regular member of the Normal School staff. We believe this young lady is one of the most outstanding in Canada, and we will continue to emphasize in the future, as in the past, the tremendous value of Oral Reading.

RESOLUTION No. 9—Re Scarcity of School Teachers.

Whereas the Department of Education has complained for several years of a scarcity of school teachers in rural districts.

Whereas the Department of Education has been compelled to hire a large number of unqualified teachers to meet this situation.

Whereas in view of these facts this convention with a single thought of relieving this serious condition, requests the Department of Education to accept in Normal School, scholars who have passed their eleventh grade and thereby become qualified teachers in public schools, after receiving their Normal School training.

Answer. The Department of Education is not in favor of reducing of educational standards by making Grade XI the basis for admission to Normal. At a time when every Province in Canada and almost every country in the world is urging the raising of educational standards we feel it would be a backward step to accept Grade XI as a basis for admission to our Normal School. We have, therefore, during the year issued permits to a considerable number of Grade XI students on the understanding that the deductions made from their salary will be repaid to them for the purpose of enabling them to complete Grade XII and then enter Normal School. This will in part meet the request in the resolution, as it enables deserving students of Grade XI who have not got the means to proceed with Grade XII to get some experience teaching and ascertain whether or not they will make satisfactory teachers, and at the same time earn funds to enable them to complete Grade XII and eventually to enter Normal.

RESOLUTION No. 11—Re Provincial Grant.

Whereas, at the present time land is already taxed to the limit, and whereas, School Boards are already compelled to pay increased salaries to teachers and these salaries may be further increased in the near future.

Therefore be it resolved that the provincial grants to schools be increased by the sum of seventy-five cents per teaching day.

Answer. To carry this resolution into effect at the present time would be to add approximately \$600,000.00 to the Provincial budget. It is the considered policy of the Government that no increases in provincial grants should be made on a flat basis but all increases should be on the basis of need, and that the weak district carrying a heavy burden in regard to education should receive more assistance than the strong district carrying a very light burden. If flat increases in grants are made, every district receives the same amount of assistance irrespective of its need. It was for this reason that in carrying out the principle of equalization grants we provided that those districts with the greatest need would receive the assistance.

The principle of Equalization Grants: This assistance voted at the last Session of the Legislature will bring a large measure of help to approximately one-third of the schools of the Province and no district will be carrying an unusually heavy cost for actual operating expenses. Districts that have incurred debenture indebtedness may have a heavier burden, but with equalization grants in operation, the weak districts of the Province will all be receiving a definite measure of assistance based on their need and we feel that any increase in expenditures for education must be on the same basis, namely: the need of the individual district, rather than a flat increase over the whole Province.

RESOLUTION No. 12—Re Trustees' Association Grant.

Resolved that the Manitoba School Trustees' Association respectfully represents to the Minister of Education:

That Clause 311 of the Public Schools Act be amended by striking out of the 4th line the words "one thousand and not more than" so that when amended it shall read as follows,

"Out of moneys annually appropriated by the Legislature for grant to public schools the Minister shall pay to the Manitoba School Trustees' Association a sum not less than four thousand dollars. S.M. 1930, c.34, s.293; R & S., S.M. 1934, c.37, s.31."

Answer. In regard to this resolution we have accepted the principle of paying the sum of \$4,000.00 annually to the Manitoba School Trustees' Association, the only condition attached to the grant being that a properly audited statement of the accounts of the Association will be annually submitted to the Department of Education.

RESOLUTION No. 15—Re Grade Eight Pupils.

Be it resolved that grade eight pupils who have been absent from school 25 or more days during the school year but who, through their own efforts are able to pass their grade nine examinations successfully should be allowed to advance to grade nine regardless of their absence from school.

Answer. Regarding the promotion of Grade VIII pupils the inspectors have been advised that under the present conditions where farm labor is such a difficult problem they should take all the circumstances of each individual pupil's case into consideration, and where a student is qualified to proceed with the work of Grade IX and who has been absent from school twenty-five days or more, that such student be allowed to proceed with Grade IX. In view of present day circumstances we are accepting this resolution.

RESOLUTION No. 16—Re Labor Shortage and Exams.

Whereas the labor shortage was acute last fall on the farms, and the prospect for getting help this coming year is even more remote: Therefore we would urge that the Educational Department arrange the exams of the high school boys and girls, so that they may be free to help without losing their grade.

Resolved that the exams be given the same time as those of the Manitoba University students of Agriculture.

Then arrange that if this is not possible those who are needed on the farm, apply for a three weeks' leave of absence during seeding.

Answer. The question of labor shortage and examinations has been fully discussed in the Manitoba School Journal and we can only briefly state our attitude in regard to the matter. We have always felt that the school children should be the last source of labor supply that should be required. It is impossible to maintain educational or examination standards if students cannot attend school for a reasonable length of time and it is neither kindness nor justice to any students to allow them to remain out of school for any lengthy period for any purpose. We are anxious to co-operate to the fullest extent in assisting to relieve the shortage of labor on the farm, but we believe by a reasonable amount of co-operation the high school students of the Province can render the maximum amount of assistance without sacrificing their grades, and without accepting any shorter time in which to prepare themselves for examinations. The suggestion that examinations be given at the same time as those of the University students in Agriculture is not practical because it must be borne in mind that approximately 75 per cent of the high school students of Manitoba are not available for, and are not required for assistance on the farms. In addition to this the high school course is a longer one, requiring greater preparation than that of the University students, and consequently it is quite impracticable to have examinations at the same time as the University students in Agriculture. We would like to suggest certain alternative methods whereby the full amount of time can be secured for high school students, and at the same time release them in communities where it was necessary for purposes of assisting in farm work. We feel the local school board should be given considerable autonomy in dealing with this problem and that any one of the following methods might be adopted by them to meet the requirements of the situation. The main thing is for the students to be given the same amount of time for their school work as under ordinary circumstances and at the same time they be available for farm work for a limited period. This can be done in any one of the following methods:

- (a) Teaching sufficient Saturdays to make up for lost time;
- (b) Taking fifteen minutes less at noon for each day that the high school is open,—that is, fifteen minutes less per day for 160 days, provides the equivalent of almost 12 full teaching days.
- (c) Teaching a part of the Christmas holidays, or Easter holidays, or both.
- (d) Extending the teaching time by an extra period one or two days a week for the summer months.

Any other time-saving methods might be advised and the Department will co-operate fully with any local Board. We realize that the problem is different in consolidated districts than in other districts. We realize that in

urban districts the problem is different again. Subject to the principle being maintained that the students must be given adequate time to prepare for examinations, the Department is prepared to meet any school board that has a reasonable solution to their problem, provided they are not asking the students to sacrifice the time necessary for the preparation of examinations. We would point out in regard to the latter point of the resolution, which asks that students be allowed to apply for three weeks' leave of absence during seeding, that this procedure has already been followed, subject to the approval of the Principal of the school, or of a Justice of the Peace.

RESOLUTION No. 13—Re Additional Grant.

Resolved that the Department of Education be asked to pay additional grant to school districts having had loss in assessment due to the government taking land over for air fields and other uses and which is out of taxation.

Answer. In regard to this resolution, we have given the matter considerable thought and we sympathize with the districts who have had loss in assessment due to the Dominion Government taking land over for air fields and other uses but we would point out that every year many school districts in the Province suffer loss from having land taken off the regular assessment roll either by tax sale or otherwise. We feel it would be impossible to accept the principle set out in this resolution without setting up a precedent that would make the Government responsible for any loss in assessment. This, of course, would not be practical and we feel that this resolution should have been addressed to the Dominion Government which is the government responsible for the loss in assessment.

RESOLUTION No. 21—Re Van Drivers.

That the age of van drivers be reduced legally from twenty-one to eighteen years of age.

Answer. This resolution was accepted by the Department and the necessary change in regulations has been made giving effect to the purpose of the resolution.

RESOLUTION No. 22—Re School Vans.

That we request the Department of Education to place before the Dominion Government the necessity of a priority to school vans for gasoline and tires.

Answer. The Department of Education has already placed before the Oil Controller the position of the consolidated schools in reference to gasoline and it has also discussed with the Dominion Government authorities the question of tires for school vans. We were given a sympathetic hearing but no definite undertaking was made by the Dominion authorities other than we would have the privilege of bringing individual cases to the attention of the authorities for consideration.

MR. CUDDY: Those are the answers to our resolutions. Resolution Number 4, is not included. Resolution Number 4 reads:

“That all delegates attending the Annual Convention be obliged to register and wear Convention badges before being allowed to vote on any question.”

That is, of course, according to a by-law of our Association.

If I might take a few minutes of your time I would refer to the matter of the Health Report we brought down last year that was adopted by the convention. I will read the answer from the Department of Health, as follows:

January 18, 1943.

Mr. James A. Cuddy,
Chairman of Investigation Committee,
Manitoba School Trustees' Association,
Sanford, Manitoba.

Re—Duties of a Medical Officer of Health

Dear Mr. Cuddy:

Further in reference to your letter of February 18, 1941; in which you, —as Chairman of the Committee of the Manitoba School Trustees' Association set up to investigate "What should be the duties of a Health Officer," — request the co-operation of this Department and the Union of Municipalities in preparing your report for your Annual Meeting taking place to-morrow; I beg to submit the following information:

At a meeting of the Manitoba Health Officers Association held in the St. Regis Hotel on Wednesday, September 18th, 1940, the following Resolution was adopted:

"THEREFORE BE IT RESOLVED THAT we recommend to the Executive Committee of the Manitoba Medical Association that the Department of Health and Public Welfare be requested, with the assistance of the Manitoba Medical Association, to suggest a standard of services suitable for adoption by the municipalities without a full-time personnel, that residents of municipalities, rural and urban, might have supplied to them, and it might insure more complete and continuing service if payment for such services were on a yearly salary basis, taking into consideration the size of the municipality and number of persons to be served."

The above Resolution was presented to the Executive Meeting of the Manitoba Medical Association on September 18th, 1940, by the President of the Manitoba Health Officers Association; and at the Annual Meeting of the Executive Committee of the Manitoba Medical Association, held in November, 1940, it was moved that the above Resolution be accepted. On November 14, 1940, a further Resolution of the said Executive Committee was passed to set up a committee consisting of representatives of the various rural district medical societies throughout the Province to confer with the Department of Health and Public Welfare with the object of accomplishing the said Resolution and obtaining a minimum standard of health services for part-time health officers.

Under date of January 28, 1941, Doctor Jackson, my Deputy Minister of Health and Public Welfare, communicated with the Secretary of the Manitoba Medical Association requesting a list of the members appointed to the selected committee; and during the early spring of 1941 this Committee convened and drew up a minimum standard of health officers' duties for part-time health officers. Under date of November 7th, 1941, a copy of this standard was forwarded to you for your information by Doctor Jackson.

On November 10, 1941, Doctor Jackson was advised by the Honorary Secretary of the Manitoba Medical Association that under date of April 23rd, 1941, a printed copy of the "Minimum Standard of Health Officers' Duties

for Part-time Health Officers" was sent out to all district Medical Societies, together with a copy of the Resolution passed by the Executive Committee of the Manitoba Medical Association, and a request that each Society submit their opinion to the Executive Committee. However, at the Annual Meeting of the Manitoba Medical Association in June of 1941 no replies had been received. Progress in this matter was slow because of various unforeseen circumstances and it was not possible to take the plan up with the Union of Municipalities at their Annual Meeting in 1941.

In October, 1942, we were informed by the Secretary of the Manitoba Health Officers Association that the Manitoba Medical Association had endorsed the Resolutions submitted by the Medical Health Officers Association; and in December, 1942, Doctor Jackson presented the proposed Minimum Standard of Health Officers' Duties for Part-time Health Officers to the Union of Municipalities at their Annual Meeting, when the following Resolution was passed:

RESOLUTION No. 47.

BE IT RESOLVED THAT this convention agree that the Health Standards of our people should be improved;

"AND THEREFORE RECOMMEND that the Department of Health and Public Welfare contact individual municipalities throughout Manitoba during the coming year and try and have established the 'Minimum Standard of Health Services' as presented here today;

"AND THAT WE FURTHER RECOMMEND THAT the Department of Health and Public Welfare give more assistance and advice to, and supervision of, local medical officers of health in order that the amount and quality of Health Services may be increased;

"AND THAT WE FURTHER RECOMMEND THAT the Department of Health and Public Welfare further investigate the possibilities of federal assistance from the Dominion Government Physical Fitness Programme;

"AND THAT the subject matters contained in this Resolution be reported on at the next meeting of the Union of Manitoba Municipalities."

Following receipt of this Resolution arrangements were made by this Department for Doctor C. E. Mathers, our Director of Local Health Services, to contact individual municipalities in order to try and get as many of them as possible to establish the minimum standard, as approved, copy of which is attached herewith for your information. If a considerable number do this it will be a step in the right direction toward having the plan adopted as a province-wide project.

It seems to me that the thing we must all do now is to try and get the Minimum Standard of Health Officers' Duties for Part-time Health Officers implemented in the various municipalities throughout Manitoba and this can only be done through the co-operation of the municipal authorities and all other interested parties.

Yours very sincerely,

JAMES McLENAGHEN,

Minister of Health and Public Welfare.

MINIMUM STANDARD OF HEALTH SERVICES FOR PART-TIME HEALTH OFFICERS

(1) The medical officer of health shall, to the best of his ability, perform the duties of health officer, as set forth in "The Public Health Act" and Regulations, and those sections of "The Hospital Aid Act" that are applicable.

(2) In addition, the medical officer of health shall see to it that immunization against smallpox and diphtheria is offered to all children in the first grade at school and all pre-school children in his municipality each year. Scarlet fever and whooping cough immunization to be offered when ordered by the municipality.

(3) He shall undertake medical examination of all children in Grade I and Grade VI each year. Record of examinations to be kept on forms provided by the Department of Health and Public Welfare. He shall also collaborate with the teacher on the school health programme, at request.

(4) If examination of school children reveals any defect, notice of this shall be sent to the parents and guardian, suggesting the family physician be consulted.

(5) He shall investigate and make report on the general sanitation of all school premises in his municipality.

(6) The medical officer of health should have a signed contract between himself and the municipality each year which shall set forth his duties and remuneration.

(7) He shall keep adequate records of all work done as medical officer of health for his municipality.

(8) Investigations, carried out as a result of complaints from persons or by request of the local council, shall be reported to the council in writing. If school premises are involved, a copy of the report should go to the school board.

(9) An annual report shall be submitted, in duplicate, to the council not later than February 1st each year on a form supplied by the Department of Health and Public Welfare. The municipal council shall submit one copy of the medical officer's report to the Department of Health and Public Welfare.

(10) Nothing in this "Minimum Standard of Services" shall be construed to mean the medical officer of Health shall be responsible for treating indigents or persons on relief, unless it is so specified in the contract between him and the municipality.

Suggestions For a Proposed Scale of Fees:

(1) On a school population basis for a rural municipality—\$1.00 per head per year.

(2) In incorporated villages and towns—50c per head per year. This is for children in the municipality from six to fifteen years of age, inclusive.

(3) On a per capita basis of population for rural municipalities of two thousand or over—25c per head per year.

(4) For rural municipalities of under two thousand population—30c per head per year.

(5) For towns and villages—25c per head per year.

MR. CUDDY: Thank you, Ladies and Gentlemen, that is the reply to the resolution regarding the Health Report.

THE CHAIRMAN: Thank you, Mr. Cuddy.

THE CHAIRMAN: It is my pleasure to introduce to you Mr. C. E. Graham, the Chairman of the Agricultural Sales branch of the National War Finance Committee. Mr. Graham is a prominent citizen of Winnipeg and is a very busy man. He has a message for you and I am not going to take up any more of your time in my introduction.

MR. GRAHAM: It is a great pleasure to represent the Minister of Finance before the Trustees' Association. We owe you a lot and we want to extend our thanks to you this morning for what you have done, what you are doing, and will do. I would also thank the Chairman for having arranged to give us a few minutes of this programme. I would like to mention at the outset the splendid co-operation of the Minister of Education for this Province, the Assistant Superintendent of Education, Mr. Rogers, the entire Inspectorate of the Province, and Mr. Cameron, your chairman. I would not have any of you feel that we are endeavoring to place upon them too great a responsibility or additional work on already heavily laden shoulders. We know that they have been a tower of strength to us in the preceding three Victory loans. I want to say a sincere thank you because you ladies and gentlemen know the condition of leadership in the Province. You know that in every community, when we go in there, we must find people capable of leadership. Consequently the school trustees form one of the first groups we look to. We know that we can expect your 100 per cent support. In one thing we have failed deplorably; we have not had the support of the ladies, and that has been our own fault. We are now suggesting to the chairman of every committee that they go out and get these fine intelligent women to help us. I would like to say to the ladies that I see here today that they approach the committee and say they are ready to help, because we need their ability and their capacity and their intelligence. In every school we are endeavoring to form a Victory Club, and we want the trustees to help us in this connection. If a member of the National War Finance Committee approaches the secretary of a school board and asks that a meeting be called to form a Victory Club will you go ahead and help him all you can.

THE CHAIRMAN: We want to thank Mr. Graham for his talk. We know how very much his heart is in this work, and we wish him every success. We can assure him that every trustee is behind him in his efforts.

THE CHAIRMAN: We will now stand adjourned until two o'clock this afternoon.

Morning Session of January 19th adjourned.

Afternoon Session.
Tuesday, Jan. 19th, 1943.

THE CHAIRMAN: Will the Convention come to order?

We are again to have the pleasure, this afternoon, of hearing your good friend and my good friend the Honourable Ivan Schultz, the Minister of Education, who will discuss with you some of the problems pertaining to education. Without any further preamble I will call upon the Honourable Ivan Schultz to speak to you.

LOOKING BACKWARD AND FORWARD

(Address delivered at Convention of The Manitoba School Trustees' Association, Jan. 19, 1943)

PART I—INTRODUCTION

I am happy to have the pleasure and the privilege of again meeting the members of the Manitoba School Trustees' Association in convention assembled. During the year we have had many opportunities of meeting individual trustees and on some occasions school boards. Your organization has a very capable president and a splendid executive, — all keenly interested in education, and all fully aware of the responsibility they have assumed. It has been a pleasure to work with them and to feel, as I have felt, that we receive from them, individually and collectively, the fullest possible co-operation. At great inconvenience to himself, but to the very great benefit of education in the Province, your President has kept closely in touch with the work of the Department, and with the assistance of your executive, has been a very great help in securing for the cause of education the support that is so urgently necessary. I would be most ungrateful and most ungenerous if I did not acknowledge my wholehearted thanks to Mr. Cameron and his colleagues.

This is the seventh occasion that I have had the opportunity of addressing you, and the fourth time that I speak to you with the shadow of the clouds of War still hanging heavily over us. But I am glad to think that those clouds are breaking a little, and even through the gloom and darkness of the present day we can see the light of Victory beginning to dawn.— a victory that will bring an end to this war, and we hope, to all wars, — and a victory that will make possible a better world in the future. If there is to be a better world in the future, it can only be built on the foundation of an educated people, — educated to fully realize the responsibilities of citizenship, — educated to be ready and willing to accept those responsibilities—educated to be capable and efficient in discharging those responsibilities. We who are charged with the task of education have the task of laying the whole foundation on which a better future can be built.

I have always considered my relation with your Organization as a partnership, — a partnership in which we are working together for the cause of education. I think it is therefore, appropriate that on this occasion, — the seventh anniversary of the beginning of that partnership, realizing the importance of the task that confronts us, we should discuss what we, together with other educational organizations, have accomplished during the past six-and-a-half years, and what remains to be done for education. I am therefore, entitling this address: "Looking Backward and Forward," — backward to review what we have accomplished in the years that have passed, and forward to a programme we must accomplish in the years that are to come.

PART II—LOOKING BACKWARD

I. EQUALIZATION OF EDUCATIONAL OPPORTUNITY.

Some seven years ago when I first had the opportunity of speaking to the members of your Association in convention assembled, I said I thought the first thing we should endeavor to do for education in Manitoba was to equalize or attempt to equalize educational opportunities for our boys and

girls. May I repeat what I said then and what I have so often said since, and what I so firmly believe, and what I hope you believe, that the purpose of education is to train citizens, and that the major responsibility for that training should not be delegated to any individual school district but should be the responsibility of the whole Province. It is just as important to make a good citizen of the boy and girl in the poorest part of the Province as in the wealthiest part of the Province; these boys and girls will have the same obligations to meet, the same difficulties to face, the same responsibilities to undertake as citizens, and therefore, their training should be such as to give every boy and girl relatively the same opportunity. If Democracy means anything, it means equality of opportunity; if Liberty is worth fighting for, it must be the liberty that ensures to every boy and girl, no matter where they may live in our Province, the unquestionable right to a good education. What have we done in the past six years to overcome the lack of educational opportunity in this Province? Not nearly as much as we would have liked, but we have done some things.

(a) Schools Operating Less Than Ten Months.

Six years ago there were 293 schools in the Province of Manitoba operating eight months or less, and thereby seriously handicapping such children in comparison with others for whom schools were provided for ten months. Today, despite the fact that we are at war, despite the fact that there is a serious shortage of teachers, practically every school in Manitoba without exception, is operating on a ten-months basis.

(b) Grade XII Correspondence Courses.

We found that a large number of students in isolated sections of Rural Manitoba unable to take Grade XII because circumstances made it impossible for them to leave home to attend a collegiate or a high school where Grade XII was taught. They were thus denied the opportunity of entering the nursing profession, the teaching profession, or the right to compete with students who had Grade XII. We accordingly arranged for our own Correspondence Branch to provide Grade XII by correspondence for such students and it is interesting to note that the course so provided cost 50% less than that offered by commercial correspondence schools. A very large number of rural students have been able to take advantage of this additional opportunity.

(c) Brandon College.

We found during the course of the six-year period to which I have referred that Brandon College, serving the Western part of the Province, faced a serious financial crisis and that without governmental assistance it would have to close its doors. This would have denied or at least seriously handicapped the higher education of a large number of students in Western Manitoba. We entered into an arrangement whereby we agreed to pay for 20 years an annual amount of \$22,500.00 on the understanding that a very large endowment was made available to Brandon College. This has been done. The net result has been to guarantee the continuance of Brandon College in operation, providing the students of Western Manitoba with a convenient place for higher education, thereby increasing their educational opportunities.

(d) Youth Training.

During the depression years we realized the need of providing some type of further educational opportunity for the young men and young women of Rural Manitoba who had not been able to complete high school and at that time were unable to secure employment. We initiated the Youth Training Plan in Manitoba, including the inauguration of Agricultural courses for boys, (subsequently taken over by the Department of Agriculture), Homemaking Schools for Girls and training in Youth Leadership at Gimli Summer School. The youth-training activities were tremendously useful in keeping the morale of our youth at a high pitch, a fact, I think, demonstrated by their ready response when War came. May I point out that over 500 young people have taken our Leadership course; 2,000 have been trained in Community Youth Centres, and more than 2,000 girls have graduated from our Homemaking Schools. We are still continuing these schools because we feel that here we provide a means of educational opportunity for girls who were denied this type of education and to whom such training will be of great value. We are continuing too, the leadership courses at Gimli Summer School but restricting it to girls at the present time, because as far as young men are concerned the Army, Navy and Air Force are operating training schools more important than anything we can offer. It may not be amiss to point out, and we do so with some pride, that out of the boys at our training school for leaders in past years, all who are physically fit are either in the Navy, Army or Air Force, or engaged in some other aspect of the War Effort, and two of them, Sergeant-Pilot George Webster, and Sergeant-Pilot Brandon, have been killed in action.

(e) Scholarships.

Perhaps the most noteworthy effort we have made to equalize educational opportunity has been the provision for scholarships. Beginning with an appropriation of \$5,000.00 in 1938 we now vote annually \$30,000.00 for this purpose. These scholarships are given to boys and girls throughout the Province whose ability is such as to indicate further education will be of great value to them and whose financial need is such that they cannot secure such education without additional help. During the past five years 10 students have been given special scholarships to assist them in entering the Nursing Profession; 36 students of our Correspondence Branch have been given additional assistance; 184 students throughout Rural Manitoba have been helped in proceeding with their high school education; 142 students have been assisted in completing their Normal School Courses, and 132 students, (of whom 100 were from Rural Manitoba and 32 from Greater Winnipeg) have been assisted in University courses. In other words, — 504 young people have been given opportunities for additional education that would otherwise have been denied them. I do not think there is any other province in Canada that has such a comprehensive scheme of scholarships, and I can say in all sincerity that our experience with these scholarships has convinced us beyond a doubt of the justification and wisdom of providing such opportunities for deserving students.

II. FINANCIAL.

I am sure that since we began discussing educational affairs together we have recognized the fact that as far as equalization of educational opportunity is concerned the problem is largely one of finance. You will recall that Mr. Winston Churchill in one of his most famous speeches when he

was speaking to the American people, pointed out the dangers of the then critical war situation, pointed out the fact that Britain was standing in the front line against the might of Germany, pointed out above all the urgent need of additional equipment and summarizing as he so often does the whole situation in a brilliant phrase, "Give us the tools and we will finish the job." I sometimes think that you men and women as trustees must feel the same way as you face financial difficulties, as you see the educational needs that you should satisfy but have not got the means wherewith to meet the expenditures, that you too might say: "Give us the money and we will do the job." Well, as a matter of fact, we have given you and are giving you, as far as the Provincial Government is concerned, more financial assistance than at any time in the previous history of the Province of Manitoba. May I briefly point out to you some of the increased grants that have been made during the past six years:

(a) Textbook Subsidy.

Realizing that the problem of the class textbooks was an important one to many trustees boards and to many parents, we moved some years ago to assist in keeping the price of textbooks as low as possible. An original sum of \$5,000.00 was made available to the Manitoba Text Book Bureau to be used as a subsidy for maintaining a low price on books and later this amount was increased to \$10,000.00. As a result, textbook prices have remained remarkably stable and, despite the very great difficulties of the present situation, there has actually been only a slight increase in a few textbook prices. The benefit of this accrued to the parents of all the school children in the Province.

(b) Increase in Library Grants.

We increased the grants payable for library purposes by 50% to all schools outside of urban areas. This involved an additional expenditure of \$16,000.00 but we realized that if the schools were to meet the demands of the modern type of curriculum they must have good library facilities and for that reason this particular grant was authorized.

(c) Increased Grants for Higher Education.

The University of Manitoba like the schools of Manitoba has been faced with difficult problems and during the past six years the amount payable to the University has been increased by approximately \$75,000.00, \$22,500.00 of which is made up of the grant to Brandon College, to which I referred a moment ago.

(d) Increase in High School Grants.

We increased high school grants some four years ago, making this additional grant available to every high school in the Province and in addition, we provided assistance never before given to the schools which combine Junior High and Senior High School work. This increase amounted to \$75,000.00 annually.

(e) Increase in Public School Grants.

The largest increase of all was made in Public School grants. The first increase made available to all schools outside of urban areas provided an additional \$50.00 per teacher per year and reduced the burden on the municipalities to a similar extent. Last year we provided an extra \$400,000.00 by way of equalization grants. The basis of such payment provides

that such districts must meet the conditions imposed by the Department, namely: that they provide the minimum standards of education, that they impose a tax rate approved by the Department of Education and that they conduct the affairs of the schools in an efficient and economical manner. The first of these grants will be payable at the end of this month and the effect of these grants will be to very definitely raise the educational standards in over 1,500 school rooms in the Province. While equalization grants only affect approximately one-third of the classrooms in the Province, it must be remembered that these grants are only intended for those districts whose financial conditions are such that they could not hope to maintain reasonable education standards except by a prohibitive tax rate. The net results of these grants will be to provide minimum standards of education throughout Manitoba and to indicate in no uncertain terms and in the most specific manner possible the faith and belief of the Government of Manitoba in the necessity for providing some basic standards in education. The net actual cost to the Government of this Province will be very little short of half a million a year as a result of the two increases to which I have referred.

(f) Summary.

Summarizing the increases in educational grants together with the increases in the other branches of the Department, may I point out that the total amount is larger than any other Department of the Government. Our total appropriation for the year ending April 30th, 1936, was \$1,736,000.00 and for the year ending April 30th, 1943, \$2,511,780.00 — in six years this represents an increase of \$775,000.00. For the first time in the history of the Province of Manitoba the amount of public funds voted for education by the Legislature of the Province was larger than that for any other Department of Government.

III. EDUCATIONAL IMPROVEMENTS.

I have said on many occasions that the task of education is to prepare our boys and girls for citizenship; that is why the state undertakes to pay much the larger share of the cost of education. Our boys and girls of today are the citizens of to-morrow, and if they are to be good citizens they must be trained to fit into the environment in which they will live; they must be able to adapt themselves to their circumstances; they must be able to become a part of the social and economic life of their surroundings. But that social and economic life changes from day to day and from year to year and no educational system can be effective unless it changes to meet the new demands of the new day. Education is training for living, — for living in the world of to-day, not of yesterday; it follows that to be effective education must be up-to-date, must be modern, must be dynamic and not static, must be ever-changing and must meet every changing need. For this reason it is vitally important that an educational system be capable of change and adaptation; that it be kept modern and up-to-date. Nowhere else should new ideas be so warmly welcomed or so willingly tried; nowhere else should the needs of to-morrow be more carefully considered and more definitely provided for than in education. What have we done to keep our educational system progressive and alive to meet these needs?

(a) Curriculum Revision.

We have provided for and to a considerable extent, completed the revision of the curriculum in Grades I to VI. We have proceeded more slowly

with the revision of Grades VII to IX, and Grades X to XII, because we are convinced that out of the War will develop conditions that may require fundamental changes in the curriculum of these grades. We are adapting our curriculum to meet the needs of the people of this Province. We have always asked for and secured the co-operation of the teacher, the trustees and the general public in regard to curriculum revision. We shall continue to do so, believing that education is a matter of the concern of all the people, and as such, all should have some part in deciding and carrying out the policy. As far as the revision of the high school curriculum is concerned, the happenings of the past few years have given striking proof of what we have always maintained, namely: that the curriculum for the schools has been far too greatly influenced and too definitely settled by the requirements for matriculation entrance; we are convinced that the type of education of the future, for which we should be providing now, will take into consideration the needs of the great majority of the students, rather than the requirements of the limited few. We are aiming to follow in a general way the method followed in England, whereby at the Grade IX level a student is tested for aptitudes and abilities and his future course of study is decided upon in the light of his particular needs and abilities. We hope to offer a sufficiently thorough course to meet these needs and abilities, and as I shall indicate later, particularly in the field of practical education to serve the need that has been long neglected.

(b) Visual Aids.

During the past six years we have been thoroughly studying the question of visual aids to education and we now have 292 16 mm. moving picture films and 800 film strips in our departmental library, all available for use in the schools. The War has made it impossible to increase the number of projectors in the schools, but we are building up a library of material that will be available for schools when they can secure the equipment after the War. We are convinced that Visual Education is one of the greatest aids to teaching that can be offered; we are slowly but surely building a good foundation for the expansion of this service when post-war conditions make it possible.

(c) Broadcasts to Schools.

As I have mentioned on other occasions, the Province of Manitoba initiated school broadcasts and has done a great deal to develop them since that time. At the present time four broadcasts per week are sent out to the schools, and 142 schools are registered for the reception of broadcasts and over 15,000 students listen to the broadcasts. We have always maintained that as far as Manitoba was concerned, we would be glad to join in a federally sponsored scheme of school broadcasts, as we feel that the Federal Government should provide the funds for a satisfactory type of broadcasts, and at the same time we urge that school broadcasts for all of the schools in Canada would be one means of using the educational systems of the Provinces to build up a spirit of Canadian unity. We are glad to say that the position we took in this matter has been justified by events, because the Dominion Federal Government is now making available broadcasts to schools. Following the War the possibilities of development along this field will be very great.

(d) Temperance Instruction.

You will have read with interest, and I trust with approval, of the effort that is being made to restrict the consumption of liquor in Canada. The Province of Manitoba was one of the first to take any steps along this line, and we have now decided to appoint a supervisor of temperance instruction for the schools, whose duty it will be to visit the schools giving demonstration lectures in regard to temperance, and generally supervising the work of temperance instruction in the Normal School and co-operating with the inspectors in the other schools. We feel that temperance is largely a matter of good citizenship; we feel there is a responsibility on the Department of Education to promote good citizenship in every way, and we know of no better way than instilling in the minds of our students the necessity for temperance.

(e) Technical Education.

We have been greatly handicapped in past years in this Province in technical education, owing to the fact that we did not have a technical institute where we could centre and from which we could direct technical education throughout the Province. This handicap of long standing has now been overcome by the purchase of the Ford Building on Portage Avenue, a modern 5-storey building of splendid construction, well adapted for technical education. Up until the present we have not been able to use it for strictly provincial purposes as all the space available has been required for the War Emergency Programme, to which I shall refer later. I only wish to point out we have long recognized the need of a Technical Institute in Manitoba; we have secured a building that will be ideal for the purpose, and we have secured a large amount of equipment which can be readily adapted to the purposes of technical instruction. We have built a firm foundation for future development.

IV. GENERAL.

May I refer for a moment to some of the more general things that have been accomplished by the Department during the past six years:

(a) Attendance.

One of the accomplishments of which we feel we can be justly proud is the very great improvement in our attendance records, particularly in the rural schools. Manitoba was one of the first provinces to adopt compulsory education, and from the day it was adopted there has been a steady increase in the percentage of attendance in our schools which reached the high point in 1938, when our rural schools averaged 80 per cent for the first time in the history of the Province. During the last two years the difficulties of the labor shortage on the farms has seriously affected attendance. I trust that during your deliberations you will be considering the question of farm labor in relation to the schools and in relation to the War Effort. As far as school children being taken out of school for the purpose of assisting on the farms is concerned, we have always taken the position that we feel that the last group of our population to be called upon to meet this emergency should be the school children. No child can miss a great amount of time from school and do the normal work of his grade for the year. In the elementary grades in particular the children are completing the foundation on which they must do all their high school work

and no greater injustice can be done to a child than to ask him to cover in 160, 150 or 140 days the amount of work which requires 200 days. I pointed out that one of our first aims in 1937 was to insist that schools remain open 200 days. It would be regrettable if anything were done to shorten the school term. Later in the Convention Mr. C. K. Rogers, Acting Superintendent of Education, will make certain suggestions to you in this connection which we think should meet the situation. We realize the absolute necessity of trustees and teachers, and the Department, co-operating in meeting this problem; we realize that we all have an obligation but let us try and arrange matters so that in furthering our obligation to the War Effort we do not overlook the obligation to the students in our schools. Largely through the co-operation and assistance of parents and trustees we have managed to build up an enviable record for attendance in Manitoba. I hope we will be able to maintain it in the face of our present difficulties.

(b) Compulsory Van Insurance.

One of the minor accomplishments, but nevertheless one of the most important in the past six years was the reduction we arranged in van insurance for the consolidated schools. As you know, working with a committee from your Association, and by compelling all schools to carry insurance on their vans, we were able to secure a rate approximately 50% lower than that previously in effect. The net result was that the actual cost to the schools was reduced by one-half, and every child travelling to a consolidated school in a van is now protected by insurance, surely a worthwhile accomplishment.

(c) Trade Schools Regulations.

One of the abuses that was prevalent a few years ago was that of inducing students from rural Manitoba to pay extravagant sums for courses offered by trade schools, which courses were often of little value. There were, of course, reputable trade schools, but there were also other schools operating that were far from satisfactory. We were able to introduce legislation and put it into effect that to a very large extent has remedied this situation and provided a large measure of protection for the boys and girls of rural Manitoba, many of whom would otherwise have been victimized by the unscrupulous type of trade school.

(d) The Rowell-Sirois Report.

When I was speaking to you a few moments ago in regard to the question of financial grants to school districts, I emphasized the point that the problem of education in Manitoba was largely one of finance. The Rowell Commission, appointed to investigate Dominion-Provincial relations, (under the Chairmanship of Mr. Rowell and later Mr. Sirois), gave this Province the opportunity of presenting definite and convincing arguments for a revision of existing arrangements between the Dominion and the Provinces. On previous occasions I have indicated to you how strongly we stressed the needs of education, pointing out that Manitoba required an additional expenditure of at least One Million Dollars annually to secure anything like satisfactory standards of education. It is interesting to note that the present Premier of the Province, the Honorable S. S. Garson (together with the retiring Premier, the Honorable John Bracken), was largely instrumental in the preparation of the brief that was submitted on behalf of the Province. In

fact, it can be truly said that no other single contribution he has made to our Provincial life—and he has made many—so firmly established the reputation of the Honorable S. S. Garson as the contribution made in the preparation of the Provincial brief. It is of great interest to educationists to know that in presenting the Treasury problem, or the problem of finance, to the Commission, the Honorable Mr. Garson stressed at very great length and in very great detail the needs of the schools. He presented what I think was a conclusive and convincing argument to the Dominion Government, an argument so convincing and so conclusive that the recommendation therein made was accepted in principle and embodied in the recommendations of the Rowell-Sirois Report. When it is implemented—and it will be implemented—this Province, and the Department I represent, and you as Trustees, will owe a deep debt of gratitude to the present Premier of the Province for a magnificent piece of work.

V. Co-operation.

You will notice, in speaking in regard to what has been accomplished during the past six years, I have used the word "We" throughout, because I have definitely felt that any progress we made in education was a matter of co-operation on the part of many, and not the result of any one individual's work. On the first occasion I had the privilege of speaking to you I said that the future of education in Manitoba was assured if all the forces interested in education would unite their efforts on basic principles. I urged trustees, teachers, and interested citizens to co-operate wholeheartedly and unselfishly towards one end—the improvement of educational standards. Mr. Chairman, I think there is a healthier, happier and more hopeful spirit today than there was six years ago. I think we have realized that "united we stand, divided we fall." Working together we have done many things that were thought impossible. May I remind you of some of our joint accomplishments—accomplishments that were made possible because we worked together.

1. Teachers.

Certainly the most important single factor in the success of education is the teaching profession; it is the life blood of the educational system. What have we done for our teachers? By special concessions we have enabled a very large number of those holding Grade XI certificates to raise their standing to Grade XII. We have co-operated with you in enabling them to form the Manitoba Teachers' Society and sponsored the legislation making its organization possible; we have established a minimum salary—beginning at \$500, later increasing it to \$700, throughout the Province; we have placed the Teachers' Retirement Fund on a sound actuarial basis. At Singoosh Lake and at Gimli have introduced types of summer school training that are interesting, stimulating, helpful, and useful. We have enabled 500 teachers to attend such courses by virtue of our scholarship plan available to teachers on low salaries. We have appealed to the teachers both as individuals and as members of their own Society, to work with us and to work with you for the improvement of educational standards and I am happy to think that they have given us a very large measure of co-operation and support, a measure that will be increased in the future.

2. Trustees.

I suppose you ladies and gentlemen would not be human if you did not say: "What has the Department of Education done for us?" May I point out that we have encouraged the holding of regional conventions because we were anxious to stimulate the interest of trustees in education, as well as to have the opportunity ourselves of meeting them in small groups. We have co-operated with your Executive from year to year and we have been proud and happy to work with them and with you. I cannot say how strongly I feel that we must continue to work together. What has been accomplished has been done as a result of co-operative effort, to which the members of your Association and your Executive have contributed a very large part. We have not failed to recognize that contribution. Six years ago the Provincial grant to your Organization was \$1,000.00 per year; later it was increased to \$2,000.00; and this year it has been increased to \$4,000.00, thereby giving tangible evidence that we appreciate the work of your Association. It is safe to say that few questions of major policy in education are decided upon at the present time without the members of the Executive of your Association and of the Teachers' Society being consulted, and I am hopeful that that happy state of relationship and co-operation will long continue because in it lies the hope for the future in education.

3. War Effort.

One of the most striking evidences of that co-operation is afforded when you consider what the War Effort in the schools has been. At the present time one half of all the students in the elementary schools of Manitoba are members of the Junior Red Cross, and contributing to the magnificent organization and through it to the War Effort. I have previously referred to the contribution made by the schools outside the urban areas in raising \$1,800.00 by their own voluntary efforts for the purpose of the Ambulance Fund. You are all familiar with the tremendous contribution the schools have made towards salvage, and in this connection I would like particularly to refer to the splendid record of The Pas School, where the salvage corps composed of the student body of the Collegiate and junior high school made an average collection of 1,764 pounds per student which we understand is one of the finest records made in Canada. There are numerous other activities in connection with the War Effort in which the schools are participating: The Milk for Britain Fund; Bundles for Britain Fund; and many others. In addition, we have encouraged the formation of cadet corps, by giving some credit for the work of such students, and materially assisting the military authorities. The sale of War Savings Stamps in the schools of Manitoba to date has reached the total of \$449,649.18. In addition to this, the Province has made available to the Government authorities two of its largest buildings: The Manitoba School for the Deaf at Tuxedo, and the Manitoba Home for Boys at Portage la Prairie, which together represent a capital investment of Two Million Dollars. These have been turned over to the Dominion Government for the duration to assist in the War effort. In addition to this the Department of Education, in conjunction with the Department of Labour at Ottawa, and the Department of National Defence, is carrying on a War Emergency Training Programme which requires the use of our facilities at the Manitoba Technical Institute, the technical school in St. Boniface, the Anna Gibson School in Winnipeg, as well as several other classrooms in Winnipeg technical schools. The total enrolment in these classes at the

present time is over 900, the great majority of which are enlisted boys taking special courses that will better fit them for their particular duties in the Army or the Air Force. We have in this undertaking a splendid example of co-operation between the Governments and the Armed Forces, proving again that when people work together they can accomplish great things.

Part III—Looking Forward

So far we have been talking of what has been accomplished during the last six years. Let us now look forward to the future. We know there may be still a year or more of doubt and uncertainty; we know that days to come will bring sorrow and grief to many; we know there is a hard battle to be fought ere victory be won but we also know that victory will be won and if, as a result, we have a better world in the future, the price we pay in blood and tears may not be too great but we would be traitors to those men who are fighting to keep us free, if we did not do our part as trustees to measure up to our responsibilities. What should we do in the field of education? What aims and objects should we set before us at this time? What can we do to help build a new and better world worthy of the sacrifices of the men and women who make it possible? What should be our programme for the future?

1. Equality of Educational Opportunity.

I begin by saying that the first and the fundamental object of education in Manitoba for the future should be to provide equality of educational opportunity. Today we are fighting for freedom and I think in the future we will interpret that to mean freedom from the fear of unemployment, freedom from want, freedom to enjoy life in the fullest sense of the word, freedom to give to our children the education that will best fit them for a nobler and better type of society. That means that every child in Manitoba must receive the type of education best suited for his capabilities irrespective of whether his parents have the means to provide it or the desire to provide it. It means that every child must be given the opportunity to develop and train his special aptitudes and abilities and that is something that has never been done in the past and it cannot be done in the future unless and until we realize the right of every child irrespective of nationality, location or economic status, to the education best suited to his needs. In actual practice this means that we must have throughout Manitoba minimum standards of education that will provide these facilities, thus guaranteeing equality of educational opportunity.

II. Minimum Standards.

The minimum standards of education in Manitoba in the future must provide buildings and grounds that combine beauty of design with modern equipment and facilities. That equipment must be such as to enable the students and the teacher to fulfill their task thoroughly and efficiently. I recently had an opportunity of inspecting some of the modern industrial plants and was amazed to find how carefully they are designed, how well they are built and how perfectly they are adapted for their purposes. I was amazed to note that no expenses had been spared to provide the latest in modern equipment and technical facilities. Nothing had been overlooked that would contribute to the comfort of the employees and every possible provision had been made for the effective operation of the machinery. May

I suggest to you that a school is a manufacturing concern; it is manufacturing the citizens of tomorrow; it is building the future of the years to come; it is laying the foundations for the new order of which we speak. Is it too much to ask or too much to hope that we will put into our schools the same thought and the same care and the same thoroughness and the same expenses that go to the building of a modern industrial plant? We propose to submit to all of the trustees of our Province very shortly a plan for the gradual modernization of our school plants. For many years they have been neglected because the funds were not available for improving them. The secretary of your board will be receiving within the next ten days a copy of a booklet sent with the compliments of this Department showing what can be done, what might be done, and what should be done towards improving school facilities. We are asking the secretary of your school board to bring this booklet to your attention when you get home. We realize you cannot accomplish everything at once. We know you must move slowly in the improvement of your facilities but we are sure to the best of your financial ability you will do everything that you can. I hope you will consider the suggestions offered in the light of your own needs and I hope you will help us build up in this Province a type of school of which we all can be proud because it represents the very best that we can give. What a grand thing and what a right thing would it be if when a visitor came to your district and saw your homes, your farms, your business institutions you could take him to the most important of all places in your community and say with a glow of pride: "That is our school—we give our best to our children because we would not be true to our trust if we did less."

III. Teachers.

I come next to the most important single factor in the success of our educational system and that is the individual teacher. The events of the past few years have demonstrated beyond any possibility of contradiction the absolute necessity of raising the status of the teaching profession. At the present time we have some 500 permit teachers in Manitoba. Comparing our position with other Provinces we may consider ourselves fortunate. In one Province, at least, we understand it has been necessary to use some Grade VIII students as permit teachers. In many of the Provinces the normal school enrolment is much below average, and the future there, is even more uncertain than here. Everywhere business and other types of industry are offering our young people greater wage inducements than the teaching profession can offer. The work in such businesses or industries requires less training, less patience, less skill, less intelligence; employment in such businesses or industries provides higher wages, more social opportunities, less responsibilities and less criticism. As far as the state is concerned, there is no comparison whatever in the respective importance of the positions and yet teachers remain lower paid and with fewer prospects than those in industry and business. We have to face this problem squarely. In the past we have been very fortunate in this Province in securing a satisfactory type of young people for our schools but we cannot blind our eyes to the fact that this condition will not long continue in view of the competition that the schools will have to face. Why should a young man enter the teaching profession and devote four years to obtain his degree, one year to taking his degree of Master of Education and then get a salary of \$1,500.00 in a rural community that pays its municipal doctor at least from two to three times as much with far greater security? You only have to ask that question to

know the answer. As far as men entering the teaching profession are concerned, we want the best that Manitoba can offer in the future. Unless we can offer teachers at least the equivalent inducements they can get in other professions we shall have to make up our mind to accept something less than the best. What answers can we give to the children in the school if they were able to speak to us and to ask us why we have not measured up to these responsibilities? What answer could we give to our own conscience if we have to admit that we have failed these children? There is only one answer we can give to this question of teacher salary and that is in some way funds have to be provided to enable school boards to compete with industry and business and other professions in attracting to the profession the best brains, the best characters, the best minds among our young people.

IV. Finance.

Everything I have said so far in regard to equalizing educational opportunity, minimum standards of building and equipment and improving the status of the teaching profession raises in your mind the question of educational finances. I think we all realize now that education is a Provincial responsibility; that every part of the Province should contribute to the necessary taxation required for this purpose; that this taxation should be based on ability to pay; and that the unit of educational administration for taxation purposes should be the Province as a whole. Underlying all the problems of education in Manitoba is the question of finance and once we realize that we are training all boys and girls in our schools to be citizens of Manitoba, the major financial burden clearly becomes the responsibility of the Province as a whole and not of the individual school district in particular. There will always remain a tax on land for educational purposes; there will always remain the considerable amount of responsibility measured in terms of ability to pay on the individual district but the ultimate responsibility to see that reasonable minimum standards of education are provided throughout this Province must be a Provincial responsibility. We have already realized that policy in connection with equalization grants. As educationalists we must continue to press for an ever-widening and broadening of that principle because on the acceptance of that application depends the whole future of education in this Province.

V. Curriculum.

It is quite clear that it is only a matter of time until we have a four-year high school course in Manitoba, similar to that now in operation in some of the other Provinces. For some years we have tried to do in Grades X, XI, and XII the same amount of work that it requires four years in many of the other Provinces. The result is that our students have been crowded with work, our teachers have had to teach with the idea of examination results in mind and we have not obtained the satisfactory results we would have liked. We hope in the years that are to come the provisions that will entirely be made for social security will allow the average young student to remain at school until he is qualified to leave it. We hope in securing an additional year of his time to give a better and broader and more useful and practical type of high school course. We hope to be able to diversify the programme, to make it more interesting, to make it more useful, to make it more purposeful. At the present moment we probably cannot consider any such change as the lack of teachers would make it impossible and, moreover, the question of the preparation of a high school curriculum would be

involved but we do suggest to you that looking to the future this is one of the things that is inevitable. It is inevitable because it is right.

VI.—Technical Education.

We have discussed with each other from time to time the question of technical education and now the Government has purchased the Ford Building and set up the Manitoba Technical Institute. Looking into the future of technical education in this Province, I think we have to remember two things:

- (1) The basic economy of Manitoba is essentially agriculture and any type of technical education must take this into consideration.
- (2) The problem of technical education in rural and urban Manitoba is entirely different due to the sparsity of population in rural Manitoba.

In reference to the question of agricultural training on a practical basis we think the most probable field of development is through the establishment of vocational agricultural schools at three or four geographical centres throughout the Province where our rural young men and women can go for the purpose of agricultural training under conditions that will be as nearly identical with farm life as possible. Such types of schools will be residential and would correspond to senior high school years. We should stress training in agriculture and homemaking which would equip the young man or woman to take his or her part in the life of the community—technically trained to the best advantage from the agricultural or homemaking standpoint, versed in language and literature so they can have the necessary cultural background for the enjoyment of life, aware and awakened to the fullest sense of their responsibilities as citizens. The Homemaking Course should be taught in conjunction with an agricultural course and each should carry with it recognized academic standing that would be the equal and regarded and recognized as an equivalent of a similar grade in the regular academic type of school.

The central technical institute would be used for the further training of two types of boys:

- (1) the rural boy desirous of getting special instruction in mechanical arts.
- (2) the urban boy who has completed the standard course in the urban school enabling him to proceed to a technical institute where more highly technicalized training could be given.

If such types of courses are to be given a great deal of thought would be required as here again the type of training must of necessity—if it is to be useful—train the student to fit into some particular economic situation and meet the needs of his own particular environment. Our whole thinking in regard to technical education is conditioned by the thought that it is useless to train students for particular and specific work of a technical nature—except in a few instances—in a Province that is not primarily industrial. What we should be able to give our boys is a basic training that would give them fundamental knowledge enabling them to enter various types of industry as better than unskilled labor. The important thing in regard to technical education is that it meets the needs of the boy and the girl to learn through doing and to meet the needs of society by training our boys for positions that require men. Under the terms of the War Emergency Programme the Province of Manitoba pays 50 per cent of the cost of the

machinery and equipment installed and at the end of the war will receive all of this material free of any further cost. In other words, we will have obtained an enormous amount of technical equipment for 50 per cent of the cost. We will have an up-to-date building well-equipped for the purpose of training our young people. What we have to do is to find the type of training best suited to their needs.

VII. Vocational Guidance.

This naturally brings up another question to which attention must be given and that is the question of student's choice of a high school course. Providing some differentiation of courses can be offered it is important that students should be guided and assisted in choosing that type of work best suited to their particular aptitudes and abilities. This particular guidance is best given at the Grade IX level. To secure satisfactory vocational guidance will require the development of aptitude testing and the ability on the part of the teacher and guidance officers to assist young people in choosing courses suited to their needs. This is tremendously important because the whole purpose of education must be to train the student in such a way to develop his particular aptitudes and from the standpoint of the state to train him in such a way that he will make the greatest possible contribution to the state. There is a tremendously large field to be explored in the future for which we must be preparing ourselves in the Province of Manitoba. It involves the studying of the needs of industry, agriculture and the professions in the years to come. It means a study of our human resources in the light of our industrial, agricultural, and professional needs in the future; it means the education and training of our youth scientifically instead of on a haphazard basis.

VIII. Higher Education.

In regard to the field of high education that is, education at the University level, I think we should announce and adopt the principle that as far as the Province of Manitoba is concerned, the only type of student worthy of state support is one whose character and capabilities indicate he is worthy of the investment of state funds. We should say that in the future, grants to the University, other than grants for research, should be given by a wide extension of the principle of scholarships and bursaries. Under the present system whereby a basic grant is given to the University every student receives the advantage of that Government assistance whether or not he makes worthy use of it, whether or not he is a capable ambitious student, whether or not he is worthy of investment of state funds. I am suggesting that we establish the principle that the investment of the Government in students be limited to those students whose character is such, whose scholastic record is such, whose industry and ambition are such they will make full use of their opportunities and they will represent a worthwhile investment of state funds. This will mean that the choice of profession by a boy or girl in Manitoba will not depend—as it has largely depended in the past—on the financial position of the parents but it will depend on whether or not such boy or girl has the capabilities and the character making him worthy of investment of Provincial funds. Ladies and Gentlemen, I am suggesting to you here a fundamental and far-reaching change in regard to higher education—but a change that, I think, would undoubtedly be in the best interests of the University of Manitoba and the people of Manitoba.

IX. Handicapped Children.

There are within and without the schools of Manitoba many handicapped children. Reasonable provision has been made for the education of the deaf and the blind but the delinquent child, the sub-normal child, the retarded child—this represents a group who present a problem in the schools as far as teachers and trustees are concerned, who present a problem to their parents who are without the means to provide special training and who present a problem to our society on account of the difficulty of successfully adapting them to that society. We have done little in the past to measure up to these responsibilities and yet as our social consciousness awakens and as we become more fully aware of our duty and responsibility even to the least of our citizens, we realize that we have to meet the needs of these children both from their standpoint and from our own. This is one of the problems we must solve in the future.

Part IV.—Conclusion.

I have spoken at some length on what I think should be our aims and objects in education for the next few years. Perhaps you think the programme is one that might be regarded as ideal but could not be regarded as practical. But, Mr. Chairman, one reason why I spent some time outlining what we have accomplished during the past six years was to show you what can be done when we work together. How many of you, six years ago, would have thought it possible to have increased the estimates for expenditures on education in the Provincial Government by almost \$800,000.00? We have accomplished many of the things that appeared difficult and perhaps impossible, but were readily and willingly obtainable when we could prove, as we did prove, that the people of Manitoba speaking in no uncertain voice, wanted these things done. May I remind you again, as I have reminded you so often before, that the educational forces of this Province when united offer the most powerful and universal voice that can operate on any Government. The Government must of necessity carry out the will of the people, and the will of the people must be expressed through the voice of the people. Listen to the voices we have in education! The voices of 4,500 teachers employed in the schools of Manitoba; the voices of 7,500 trustees, whom you represent today; the voices of 100,000 parents (and who will say they do not speak with authority?); the voices of the public spirited citizens of this Province who demand that the youth of our country be trained to share with them the responsibility of citizenship; and the small voices (but who can deny their plea?) of 125,000 children in the schools of Manitoba. Let us unite these voices and then we shall see through even the darkness of the present time the dawning of: "The Light that shineth more and more abundantly even unto the perfect day."

THE CHAIRMAN: I know it is your desire for me to extend on your behalf a very hearty vote of thanks to Mr. Schultz. (Applause).

THE CHAIRMAN: From now on we break up into sections; the rural delegates will remain in this hall.

RURAL SCHOOLS SECTION

Chairman: Mr. W. H. French.

MR. FRENCH: Now Ladies and Gentlemen we hope to have a splendid conference for an hour or two hours; will you all come to order? Mr. Dunlop has kindly consented to lead off the discussion on this afternoon's programme. I am not going to take up your time but will call upon Mr. Dunlop.

Inspector J. E. S. Dunlop:

MR. DUNLOP: Ladies and Gentlemen: "Pack up your troubles"; we are to discuss troubles or problems, or something of the sort this afternoon. I am going to discuss some of them—throw certain slants on them, and in this discussion we will sometimes differ in opinion but we will agree on many things. We would not have problems at all if conditions were right; conditions cannot be right since we have so many problems, and who is to blame for that. Well, we went through school some time ago; we put up with certain conditions; the schools were not right; many things were not right, and the last generation could be blamed. We can blame the last generation to some extent for failing to give us the very best, and the generations before that did not give them the best; so problems have been with us a long time, but that does not mean that we cannot eliminate some of them. We have to look back to the causes of these conditions. We provide our children with schools; we want those children to get something but we limit what we want them to get, in various ways, and all parents do not set that limit at the same place by a long way. Some set the education of their children up as the greatest thing that they can do in life; some give the education of their children fairly secondary consideration. Some will look after themselves better than the children and will spend money on themselves rather than on the children. We ought to divide it rather justly between ourselves and our children. We look to the future of these youngsters that we have been raising, and you have all done a lot of quiet thinking in this connection. We say "I want you to be a better man than your Dad was, and a better woman than me." They ought to develop into that; we ought to give them the desire to do that very thing, and also give them the opportunity. We do not want to remain static; we have not exactly remained static but we have not progressed so far as we wished. We want those children to be good, to be healthy, to be happy citizens. They have a right to be all those things, and I would put those words in capital letters. That is the right of every youngster growing up now, to grow up to be a healthy happy citizen properly fitted for a place in life. During the course of education the children should be taught to work and not to protest too hard about a task. They ought to be taught to think, to reason, to concentrate, and to be able to differentiate between right and wrong, to learn to evaluate, and make correct decisions in their course of action. That is what we all need to be able to do, and we want our children to grow up with that capacity. Our financial resources perhaps place the greatest limit on that. We might not have great means but so far as we can we ought to take them—the State ought to take them—for a long piece, then if we can carry them farther than that it is all to the good, provided they are worth carrying along in the line of education—of academic education. In the same primary you might have two children, one capable of going a great distance in the academic lines, and another

not as good. The chap who is not fitted for the academic lines after a reasonable time in school ought to leave and turn in some other direction where he will be just as good a citizen. We are inclined to rate the chap that is prominent scholastically as "tops." I have just as much regard for the fellow who is not cut out for a student but who does make himself a good citizen.

Now I could go into the physical condition of the schools but you have heard those discussed pretty frequently. The school-houses may not be what they should be—I am not going into details of that—and there are the furnishings and supplies. Then there is the matter of the teacher who is the most important part of the place, for even a fairly poor school with a fairly meager equipment but in charge of a first-class teacher (I don't mean certificated, but a real first-class type of teacher) is able to do wonders. In the teaching profession we have a problem—the 500 teachers on permits that you have heard about. You may ask how that can be solved. You cannot solve it; it will take a long time, and much help will have to be given; plans will have to be laid. Of course, special conditions are with us now; that is apparently the reason, and we could tell you the number of teachers that have withdrawn from the profession. We know that number but I could not give it to you off-hand. I believe that there should be a call to the teaching profession quite as much as there should be a call to the ministerial profession. I think that the teacher has a better opportunity to do good for his country than the preachers have. Teachers get the children when much can be done with them; they can be shaped and moulded and changed, but the preachers get you and me; what can be done with us? Too late. If our parents and our teachers did not make pretty decent men and women of us by the time they finished with us then the parsons have a hard task to change us.

The personnel of our present teaching staff is not up to the standard it ought to be, and I am not saying that because of these immature permittees. Aside from that we are not up to the standard we should be, although we have some of the best in the world; some who heard the call and came in; they are giving the finest service.

There is another matter that has been referred to lately. Today it has come very forcibly into our minds that our teachers should be loyal citizens. You always took that for granted, didn't you? We did; we expected that they were loyal. Are we sure today that everyone is loyal? I am not sure. There are teachers here in this Province and elsewhere who are not prepared to take the full responsibility of citizenship. Well, they are teaching children, and I have heard them say what they think, and what they think is going to be passed on to their children. I have heard a teacher say "No, I will not bear arms for my country. I will teach the children that they should be perfectly good citizens, and I am a one hundred per cent citizen." I have said "No; you are not a 100 per cent citizen when you do not accept a 100 per cent responsibility when you are glad to assume 100 per cent of the privileges provided by the country." Now we have a few, a very few fortunately, — if there was one it would be one too many—who stand in front of a class of children today, and who are conscientious objectors who will not do anything to help us win the war. Oh yes, they encourage the children to collect salvage, and suggest they buy stamps and so on, but that is not enough. I say very definitely that good salaries would mean good teachers; it would mean that those better ones that did not

come in, would be in, and the whole standard would have been raised if financial conditions had been better. That refers to the years when you and I were going to school and to those years back of that. The whole teaching profession has never been highly enough elaborated in the minds of citizens. How important it is to us; some of us have not thought it important. It would have paid us to have had a higher grade personnel among the teachers—which we could have had by paying more money. Those good teachers would have meant good citizens; good teachers will mean good citizens. We are not good enough citizens—this generation—even in this country, and we are a lot better than they have in some other countries.

Now I might throw in one or two things: This is an ad. that appeared in a Winnipeg paper, "Wanted bookkeeper clerks in Ottawa, salary approximately 130 dollars a month." That is a pretty attractive proposition—1,560 dollars a year. A lot of teachers have left, saying "We are going in to do war work." I am not sure that the extra money has not had some influence on some of them when they decided to switch, but I am sorry when any teacher leaves the profession. I wish that that profession had been "frozen." The war is to be won yet, and then there are going to be problems beyond conception after the peace is signed. Our children are going to have those tremendous problems to face; they will need good equipment. Mr. McNamara, who used to be a deputy minister here, and is now Chairman of the Selective Service Board said the shortage of teachers results from the low scale of teachers' salaries in comparison with other occupations and could be cured only by a substantial increase in teachers' salaries.

We have found it heavy enough going in paying salaries, equipping schools and paying out debentures. The Dominion Government has not used us fairly; they have taken no share in the financial responsibility. I feel very strongly that the Dominion Government should come in and help. There is one respect in which teachers are like you: they do not set the price on the service or commodity they sell. Somebody sets the price for your grain, and your stock, and somebody sets the price for the salary they are going to pay to a teacher. It is not so in some other lines; imagine any one of us setting the price for a doctor or lawyer; they set their own.

Now who is to blame for the conditions? We do not like to take it all on our own shoulders. We will blame the last generation and the one before, but we have to come right down and say "Here, we are in the saddle, we are the trustees and we cannot dodge all the blame for the present situation; why didn't we have a better lay-out a while ago? The country would have been in better shape if we had done that. We have to take a great deal of the blame for this; we can spread a little elsewhere but we today have to shoulder a great deal of it. Our education was not good enough and we do not want to turn out our children with a poorer education than we have; it ought to be a great deal better. Now I have heard many a time this remark: "We can't pay another dollar; we can't afford to pay any more." I don't believe that was ever true; I am sure it was not. We were honest in thinking it was true but it was not true, just the same. We set a certain estimate on education and were willing to pay a certain amount, and we could not pay any more. Abnormal conditions have arisen and a great catastrophe set out to do something. What a terrific effort we had to make to prevent that awful thing happening that Hitler said was going to happen. Now I believe we can get what we go out after; if we want it we can get it.

What great things we could do with our children; what a nation we could make, and pretty quickly too, if we go all out for it. Talk about the expense of the things: when we got into this mess and knew we had to win, that our lives depended on it. If we have to do a thing to save our lives and our country and our children nobody asks the price. It is a case of spend the money and win the war and beat these brutes. You start to educate a boy for the Air Force; it does not take long before you pin wings on his left breast, and it has cost us thirty thousand dollars in his education before we pin the wings on him. What a difference when we know we must have a thing.

Now I spread the blame a little over the past. Our predecessors could have given us something better, and if they had done so we would have been a better country. We can give our children something better and if we do ours will be a better country. Oh, when I think of the future I just long for the ability to do things. If I only had the power to make our schools just what they should be, but it is within the power of all of us put together. Now the blame for failure is ours but we won't go on and be blamed as much ever again. We will make our schools more nearly what they might be for the sake of these youngsters of ours, and for the sake of our country and for the sake of the world. Let us, so far as it is within our ability improve our schools by eliminating those problems that we can eliminate. (Applause).

MR. FRENCH: Ladies and Gentlemen, I am sure Mr. Dunlop has taken in a great deal of territory. He has touched upon a few of the most important matters that we have to solve today. He has widened the field perhaps but he has used it in matters of illustration. Now this meeting is your own and I hope that you will take it as such, and get down and make it one of the best meetings that we have had for a number of years. There is a good crowd here and Mr. Dunlop's address will lead us up to a good discussion.

A DELEGATE: In connection with the shortage of teachers I suggest we discuss the feasibility of having permit teachers put in schools where there are two or more rooms, and allow teachers of Normal training to take the room that would be able to help the permit teacher.

MR. DUNLOP: There is merit in the suggestion but you see we don't put teachers in. They are free, and you are free, to enter into engagements. Suppose you have a two-roomed school there is nobody to take the one-room teacher out and put the permittee in. There is no doubt that if you put that permit teacher in beside the one or more trained teachers she could be given a little help, but even with that she would have to be in her own room most of the time; the plan would improve matters a little. I still wish we did not have permittees.

MR. J. N. CASKEY, (Belle Plains School District): Why shouldn't our pupils of a one-room school be entitled to a Normal trained teacher, similar to a two-room school; why should it be different?

Answer by MR. DUNLOP: Every room is entitled to a trained teacher, and no school and no room in a school should have anything less than that, but the fact is that there are not the teachers now to man all these schools, and some of the schools have to take the permit teachers. Some of you trustees have had to take them.

A DELEGATE: May I ask what you are paying permit teachers?

MR. DUNLOP: 700 dollars.

A DELEGATE: I am from Shoal Lake. Would it be possible to have the school districts re-arranged? They are lop-sided where I come from. Some schools have been closed, and in some the teacher has four or five or six pupils where she might be teaching twenty-five if there was some way of re-arranging the schools.

MR. FRENCH: I think that proposal is long overdue. I was in Saskatchewan a number of years ago and the Government was making a survey of the province on the basis of the number of schools. I think that idea is long overdue.

A DELEGATE: I enjoyed Mr. Dunlop's address very much. This is a gathering of rural trustees. We find ourselves in a condition where it is said to be our fault. The rural school situation in Manitoba, I believe, is a headache to the Administration; it is the biggest problem they have got. Education is easier in the urban centres. I have been told that finance was the trouble. We can't give the education in the rural schools to a boy who aspires to be a doctor. The question arises in his mind as to why this should be so; we have abundance of goods; we have things to build with. Has it been our fault in the past that things are this way? Have we been given the proper leadership? I am practically certain that we are all in favor of equal opportunity for everybody. What we want is leadership.

MR. FRENCH: I think you are right.

MR. DUNLOP: I hope no rural trustee thinks when I said we are to blame that I mean just we. I think I would have made a better speech if I had elaborated along those lines. We of this generation might have looked for better leadership.

A DELEGATE: A gentleman said just now that he would have liked to have had a permit teacher from his own district. I think that could have been done if he had written to the Department. We applied for a girl that took six weeks' training. We were told to write to the Department of Education and were informed that if they could they would place the girl we asked for, in our school. That was done, and four others girls I knew did the same thing.

MR. G. E. MARTEL, (Whytewold): I have been approached with regard to organizing and establishing a high school in our municipality. It would be called a central high school and therefore nothing higher than Grade 8 would be taught in the local school.

MR. DUNLOP: Are you asking that as a question—as to how that would work out?

MR. MARTEL: Yes.

MR. DUNLOP: In that municipality I think there has been quite a little agitation for the establishment of a municipal school board, has there not? I was at one or two very fine meetings where the matter was discussed frankly, and in a better way than I had heard anywhere else. If there was some such organization as that formed and a re-arrangement made of the whole set-up I think your municipality would profit very much.

A DELEGATE: In regard to Mr. Dunlop's remarks regarding the finances of our schools I hope we do not go away with the impression that we should compete with the war industries at the present time. There should be some provision made to keep the teachers we have. Will permit teachers be dropped, or be allowed to stay; it is going to come to that sort of problem.

MR. DUNLOP: Those permittees doing business in your schools are to go to Normal School next year. They are making a little money now which will help defray the expenses of the Normal school next year. They are gaining something; they are getting experience and finding out the problems of the class-room. When they go to Normal school next year they will derive more benefit than they would if they had not had this experience. They are not going to be dropped by the wayside; they are protected.

MRS. MANNS: This is a question that I have been asked: A school is closed for want of pupils, and they have to be transported to another school. Do the duties of the trustees cease when their school is closed? Who pays for the children's transportation to the other school?

A DELEGATE: This transportation question has been discussed many times in our district.

MRS. MANNS: The children that I have referred to now go to another school which is under an official trustee. It is being asked who is responsible for the payment of the transportation? Can the grant of the school still go on.

MR. FRENCH: Yes, the grant can still go on.

MR. BROWNING (Westbourne): We are in that position. We have a school that is closed and the general grant from the municipality goes to the school district just the same to assist in transporting the children to another school; that is the way we do it.

MR. FRENCH: I believe that is mandatory.

A DELEGATE: The Department pays 40 per cent and the school district 60 per cent.

A LADY DELEGATE: I would like to ask a question about our flag. Is it patriotic to have just a shred of a flag hanging on the pole, about the size of your hand? Why not have it in the school and let the children salute it? Why put it out to the winds and let it be a shred and a rag?

MR. FRENCH: You can bring the flag in and drape it in the school if it is too windy. I think the Act is broad enough. Any day there is a storm drape the flag in the school.

MRS. McLEAN (Shoal Lake): I would like to see about re-opening our school. It was closed for lack of pupils but now there are twenty-one in the district, but the majority want to go to the Shoal Lake school now; is there anything we can do about it?

MR. DUNLOP: There is a clause in the School Act providing that a child goes to its nearest school if there is accommodation.

MRS. McLEAN: That is the ruling they are going under.

MR. DUNLOP: Are they nearer to Shoal Lake School than to yours? Yes.

MR. DUNLOP: Then they have the privilege of going to the other school provided it is not overcrowded.

MR. McLEOD: I can throw a little light on this. Previous to last year there had to be fees paid under the circumstances referred to. An amendment to the Act allows children to go to Shoal Lake from that district — Edgehill—without fees, unless they are refused on the ground of insufficient room. This is a new problem that has arisen and it must be looked into; it is an unfortunate situation for the rest of the district.

MRS. MANNS: I would like to suggest having more lessons in fire drill.

MR. FRENCH: You can put in a resolution regarding fire drill instruction.

MRS. MANNS: I will move this resolution: "That our teachers be given thorough instruction on fire drill for rural schools, in their Normal training."

MRS. RORKE: I second that.

Resolution carried.

MR. SIMPSON: I would like to move a resolution on the lines of my remarks a few minutes ago—that we ask the Provincial Government to levy a tax for education, and that such tax be fixed on a graduated scale with a view to its falling most heavily on those most able to bear it.

MR. McLEOD: Would that be another income tax?

MR. SIMPSON: No. The Province has given up the income tax. The British North America Act states that education is a provincial matter. I had in mind that the tax I speak of would be collected through the Municipal Commissioner. We might attach that to the resolution.

MR. McLEOD: How would you graduate it?

MR. SIMPSON: I have in mind the policy adopted by the Department of Education in the increased grant which was given last year.

MR. FRENCH: You have heard this resolution; are you ready for the question? All in favor? Against? The motion is lost.

MR. FRENCH: It will be in order to adjourn this particular session if there is nothing more.

Rural Session adjourned.

CONSOLIDATED SECTION

Committee Room, 3 p.m., January 19, 1943.

Chairman: Jas. A. Cuddy.

CHAIRMAN: Ladies and Gentlemen: We are very fortunate today at this meeting, as stated on your programme, to be able to hear a discussion on the topic "Problems of Consolidated Schools," by Inspector A. A. Herriot, of Sanford. I call on Inspector Herriot to speak to you.

Problems of Consolidated Schools—

MR. HERRIOT: Mr. Chairman, Ladies and Gentlemen: I appreciate the opportunity of being able to speak to you today on this, the beginning of the thirty-fourth annual Convention of your Trustees' Association and of addressing a few remarks to the delegates of the Consolidated Schools Section.

Today we have about 88 Consolidated Schools, but I plainly remember the day when there was not a single Consolidated School in the province. It is important that we should at least give the teacher a home to live in. However, I should like to lay before you some incidents of by-gone years. The first two districts were Virden and Holland. In 1906 I was the principal of the Holland School.

Let us consider for a few moments the inconvenience of travelling in the former days. Thirty-seven years ago the districts were bigger but there were not nearly as many. Some years ago there were 1,400 school districts,

now there are 2,300. Some of these districts took in whole townships which were 24 by 5 miles in size. I have been inspecting since 1906, but it was not until 1911 that I received a salary. At that time Grade VIII was the highest grade. By the time the children reached that grade they stayed at home and did work on the farm because of the lengthy distances they were compelled to travel, and I might say that it was usually on foot. By 1905 the importance of getting the children to school was being realized and also the importance of getting the children through school sooner. The boys were wanting to hurry through their education and settle down to something which was more important. The average attendance for the rural children was a shade over fifty per cent. In other words, the children were attending school half the time, even through rain and stormy weather, plus much work at home.

It was not long before the attendance went up to eighty-eight per cent. The first year at Holland there were only three children in Grade VIII. Five years later there were thirty-seven children in the high school. Of this number eighteen were from the country, and nineteen were from the village, thus we see that those who wanted an education at high school were being able to obtain it, and others were getting a grade VIII education faster. Previous to this it took two years to finish the first reader.

Trustees came from all over the country to see how this system of Consolidated school was working. And believe me it was good advertising. Mr. Coldwell and Dr. Fletcher met two or three times a month to speak about "Consolidation." Mr. Hewston, Mr. McNeil and Mr. Bewell were also interested in Consolidation. There was a real revival during these years. Even the Government felt that it was doing something of great value to the country boys and girls in the country. In 1906 there were two districts. In 1908 there were two more. In 1909 there were six more and in 1913 there were 45 Consolidated School Districts ready or that would be ready that following year. In 1914 the number of districts jumped to 55.

There was a revival during those years. An attempt was made to make the education fit the boys and girls. We should ask ourselves what we need from the school and keep that in mind, and then the school should be fashioned accordingly. The school can do things for you if you know what you need. The school was only invented by society for one purpose—and that one purpose is to do what can not be done at home, that is to teach reading, writing, arithmetic and spelling. It is only recently that schools began to teach woodwork, sewing and cooking. In the city a girl is given credit at school for serving a nice meal and a boy is given credit for making a tie rack, because of that I believe that a girl in the country should be given credit for preparing a big farm meal and a boy should be given credit for being able to hitch up a team of horses, operate a tractor, milk cows or oil a machine or a binder. I verily believe that a boy should be taught to do that which would be helpful to them and also their parents, in their later life as they work on the farms at home. If enough money is given these things can be taught to our boys and girls. You do not need to go to school to learn the things that are essential. Any one can learn what he or she needs if he or she makes up his or her mind to do it. It is important that our children should have the ability to read, speak and write well. That is to say; they should be able to understand what they hear, they should be able to say or express what they hear, either in spoken or written language in a manner that others can understand it. That is the first desirable point. If

you want to learn and have the tools of learning then you can get where you desire to.

The gas problem is not settled permanently, and besides this you will have a hard time to get competent drivers. In 1914 I can remember quite well how that in order to get drivers, they had to be paid as high as eight to nine dollars a day.

There is also the problem of keeping teachers and principals. The latter is especially true if the principal does his work well because he may leave his position in order to get a better one in the city. Fourteen hundred dollars a year is a respectable salary. All schools that do Grade XII work should receive a grant, from the government, just the same as for Grade XI, or they should get a bonus for every one that has sent a child to Normal School because it is these pupils that will become the teachers of tomorrow. This ruling should apply to all rural schools that provide normal schools with Grade XII's. The bonus of fifty dollars should not be given if the student attends university.

I wrote Dr. Fletcher a letter and told him that the teachers should not exist on the allowance which they received, and they received one hundred dollars and then two hundred dollars. At the end of this month statements will go out and it will show you exactly what you will get. The equalization is the first time that by law, a weak district could go in and state that a certain thing belongs to them, if such an act is necessary. If you comply with the regulation they will give you the difference of 12 mills on your assessment of nine hundred dollars per room, thus, they are now in a position to compete for teachers and pay seven hundred dollars per annum. This is permanent now.

The boys should be taught to make a survey of what you produced and marketed. They should be taught to keep such records while attending school. They should also be taught how to figure out the taxation of the municipality and to be able to see for themselves if the banker is cheating them on interest, then they should fall in line and get material about the same.

It is important that you should have a good supply of water at your school. Do not be stingy about playing accommodation for your school. Children need play. See that they are provided with at least some of these, a football, a baseball, a volleyball, or a softball. In regards to the supply of water it might be a good plan to pay somebody a few cents a day to fill the tank.

When the teacher does well tell them so. Do not hesitate to give them a pat on the back if they deserve it. Be good to your teacher. Make her comfortable and make her feel at home. We have found out from experience (time after time) that where the people were interested in the progress in English the pupils learned twice as fast. Insist on the children attending school, do not be content if a child just attends sometimes. Do the children like to go to school? If they do they have a pretty good teacher, if they do not there is something wrong. Where the children like to go the attendance will be better by 15 percent. If they do not the school is not interesting enough.

CHAIRMAN: One point I do not understand, that is in regard to practical bookkeeping. At the present time you can go to Grade XII and not have bookkeeping on your course.

MR. HERRIOT: It got shoved off because Mr. Maclean left and it gradually got off the course. At the present time there is no time for optional subjects.

CHAIRMAN: Boys stop at nine or ten years of age and go back to the farm, and when they do they have not learned to put bookkeeping into practice.

MR. HERRIOT: But that has not the same value as a real bookkeeping book, as it is important that farm accounting and breeding records should be kept.

CHAIRMAN: Which is the most important the gasoline for the van drivers or the tires?

DELEGATE: They will not give tires to all vans.

CHAIRMAN: You will have to write to the school secretary who in turn will write to the Government. In writing to the school secretary you will have to prove that you need new tires. By the way, as most of you know, at the present time you cannot get tires in all sizes as they are not making odd sizes.

CHAIRMAN: Now, the resolution dealing with the rubber situation.

DELEGATE: We have five vans. Because of their costing too much to keep, we are forced to have a system in our district whereby each repairer drives a week.

DELEGATE: Bring the case of the rubber tire and horse-drawn vehicle before the trustees.

DELEGATE: The horse-drawn rubber is more needed.

CHAIRMAN: Well, gentlemen, the resolution is that more consideration be given to horse-drawn school vans, in respect to rubber tires.

DELEGATE (J. M. Pool, Kelwood): I move that that resolution be given consideration.

DELEGATE (Graham, Durham): I second that motion. Carried.

CHAIRMAN: Well, gentlemen, the resolution is that we ask the Department of Education to pay 40 percent up to 50c per mile. The amendment is that we ask the Department of Education to pay 40 percent up to 50c.

DELEGATE (J. A. Metcalf): I move that.

DELEGATE (R. Rae): I second that motion. Carried.

MR. HERRIOT: A bonus should be given to all rural secondary schools for Grade XII pupils who are sent to Normal School.

CHAIRMAN: Before the Consolidated Schools came into being the country people found it hard to receive more than Grade VIII, now Grade XI and XII are being put in, and then they become teachers, but if the Consolidated Schools had not supplied them with Grade XII pupils, we would not have teachers. What kind of an education would we have if it were not for the Consolidated Schools?

CHAIRMAN: Credit should go to the ratepayers because they must be interested in this phase of education. The reason we have been paying such unfair taxation is because we have been too quiet about the matter.

DELEGATE: When a pupil comes from an outside district they should be charged as much as it costs the school to maintain them.

DELEGATE: We cannot charge fees up to Grade XII but we are not compelled to transport them.

DELEGATE: Every school pays \$750.00 per teacher from the General levy in increase on taxation on land.

CHAIRMAN: There is no definition regarding this situation but you can, if you wish, move that a committee be appointed to investigate taxation of Consolidated Schools.

MR. HERRIOT: Yes, an executive should be appointed to survey and study this matter or question of high school levies throughout the municipalities.

DELEGATE (Mr. Rae): I move that this committee be formed.

DELEGATE (Mr. A. E. Adsh, St. Andrews): I second that motion. Carried.

CHAIRMAN: Do you want to meet in this same place next year?

It was carried that a meeting be held next year separately from the other groups.

CHAIRMAN: It was unanimously decided to give Mr. Herriot a vote of thanks.

Meeting adjourned.

SECONDARY SCHOOL SECTION

Meeting Opened at 3.15 p.m.—Chairman, Mr. Marion.

Tuesday Afternoon, January 19th, 1943.

CHAIRMAN: Ladies and Gentlemen: We are sorry that we have been delayed a little while over the seating plan, but we will open the meeting now by calling on the first speaker, Mr. Stevenson, to bring to us his address on "Problems in Secondary Schools."

MR. STEVENSON'S ADDRESS

Mr. Chairman, Ladies and Gentlemen: Before discussing "The Problems of the Secondary Schools," I would like to say a word or two about the problem of inspecting secondary schools.

Sometimes I find on meeting trustees, after my inspection, that they are interested in finding out about some phase of the work which I have neglected; perhaps it is the work of some particular teacher, the work in some subject or the discipline of a class. Now, if there is any matter in which trustees are particularly interested, I will be very pleased to look into it, if they will tell me about it before I make my inspection. I usually try to see the secretary when I begin my inspection of a school, but you may write me about the matter if you prefer.

In regard to the subject of my talk, I would like to point out that since I began to inspect secondary schools last September, I have not visited any in the City of Winnipeg. My remarks are based entirely on what I have seen in either rural or suburban districts. Since I have been visiting there, I have had the pleasure of meeting many of you and of seeing evidences of your interest in what is happening in your schools. Problems exist, not because you or others who are administering the affairs of education are not doing your work faithfully and well, but because, on account of changing

conditions the work which falls upon the secondary school is increasing almost without limit.

The problems of the secondary school are being further enlarged by the increased enrolment. A few years ago, only a select few—those who were ambitious to attend University—were to be found in these schools. They went to get matriculation standing—that meant to get only the skills and knowledge which the university thought necessary to enable them to pursue, successfully, university courses. In that school the problems of trustees and teachers were relatively simple. Since it was attended mainly by the brightest pupils who were already interested in academic studies, the teachers' work was easy. Since these students went to get a certificate which would enable them to carry on their real course in a higher institution, they were not inclined to be critical of what was offered, so long as they passed the examination. The University demanded only skill and knowledge which could be imparted to fairly large classes from text books. The teacher, it is true, was required to know the subject matter which he was to teach, but not much about methods or principles of education. The problems of trustees and even of the Department of Education were mainly problems of providing a suitable building, a small amount of equipment and a teacher who knew the subject matter to be taught.

Let us first look at our course of study. In the Junior High School Grades, we offer English, History, Geography, Maths., Music, Art, Science and Health Education as compulsory subjects and Handicrafts and Languages as optional subjects. In Grades X and XI English, History and Health Education are the only compulsory subjects for all courses, but in the rural secondary schools, because of their inability to provide a large number of options, Mathematics and Science are in actual practice compulsory. To complete the course, the programme provides that a few subjects be selected from a large number of options. In Grade XII English, Maths., and a Science are compulsory. History, Languages and another Science are the options from which the required number of additional units may be chosen.

To this outline of subjects little objection can be raised. I would like to see Handicrafts compulsory up to the end of Grade IX, but the difficulty of providing suitable equipment and teachers makes this impossible in some schools. In these days when social problems are so important I cannot see any reason for not making History compulsory in Grade XII. In the main, however, the subjects provided are the ones that must make up every H. S. programme.

Although the subjects may be very satisfactory, the subject matter comprising those courses and the methods used in teaching them may be very unsatisfactory and it is of these that I am chiefly critical. As they are taught now, they do not relate definitely enough to the present life and the interests of the pupils. I will give you some evidences that I have had of this.

Pupils in Grade IX study World History. One might expect that such a course would give them an understanding of, and an interest in events happening in the world of today, but I find that, after having studied this course, many of the students know little of the events leading to the present war; they understand little of the international relations involved; they have no interest in following its course.

After studying British and Canadian History, I have found that many students do not know how our democratic government in Britain and Canada

works; by what methods we are able to control the government; how the members of the British Commonwealth are related one to the other; what is the problem of India; what problems have been created by the B.N.A. Act and the changes which have taken place in Canada since its passing. Most of the pupils in Grade XI will say without hesitation that they do not like History and do not see any value in studying about the things that happened many years ago. This seems to be because they have studied the past in the spirit of antiquarians and not in the spirit of students who are going to the past to find out about the present.

Let me give you another illustration of the fact that our courses, as they are taught, do not relate definitely enough to the present needs of pupils. English is compulsory throughout the course. Because we communicate our ideas so much more frequently in speech than in writing, one might expect that a great deal of the school time might be given to activities involving speech. But during my fall inspection I found that teachers talked much more than the pupils and when pupils expressed ideas it was usually, either in answers of a few words, or in written exercises in note-books. One might also expect that a course in English would be concerned with teaching children to read efficiently and with developing an interest in reading. This ability to read well is very fundamental and important. It makes the pupil somewhat independent of the teacher so that he can make better progress in school and continue his education after he leaves school. Through tests which I have given in many schools, I have found that there are many students who cannot read well, but I have not found much attention being paid to the teaching of reading or to developing an interest in reading. Much of the time of the English classes is spent in giving the pupils notes about the books being read and in having them write critical comments or reproductions of the story, but after it is all done, very many of these pupils will say that they don't care for the books and have no desire to read any more by the same author.

I might continue for some time giving you evidence to show that our secondary school programme is not related to the immediate needs and interests of students. Many students become conscious of this and leave school long before they should. Teachers finding that interest is lagging, come to rely more and more on the examination as a means of stimulating the pupils to work. Their inability to get pupils to work is driving many of them from the profession.

My second criticism of the work of the secondary school is that it consists too largely of mere memorization and reproduction and is not sufficiently creative. It is quite true that there are facts which must be memorized and skills which must be learned through repetition. One cannot afford to be original in spelling or punctuation or in respect to the law of gravitation. But youth needs to feel that he is creating something. It is a deep-seated human need that must be satisfied if the personality is to develop normally.

In the first chapter of Genesis where the writer describes the creation of the world, he finishes his description of each day's creative activity with the words, "God saw that it was good." Even God finds joy in being creative. When man creates, he becomes God-like.

The power to create varies in its forms. One can create a painting; one, a song; one, an essay; one, a cake; one, a model in wood or metal; one, a solution to a problem. So important has God considered this creative

power that there is scarcely a person who does not have it in some form or another.

The modern world is going to need these creative powers. The merchant who wishes to succeed must, day by day, be creating a new store to better meet the needs of his customers. The farmer must be creating a new farm; the doctor must create new cures; and we have learned, through bitter defeat, that the soldier must be continually creating new methods of warfare.

When the war is over, how much more necessary creative power will be. New buildings and new cities must arise on the ruins of the old. New international relations, new economic and social systems and new educational systems must replace the old. Those who are now in our schools will have to take part in the building of that new world. To what extent are we preparing them for to do anything more than reproduce the old?

In the elementary school there is a movement called "the activity movement" which recognizes the importance of this creative activity. Its advocates say, "Encourage the child to do things and let him learn through his activity." But this movement has not in the slightest degree, influenced the work of our high schools. In History students merely learn the text and the notes that are dictated. In English they learn what others think about the literature which they study, but they seldom express their own opinions about it. Even in a subject like Geometry where one might expect the main emphasis to be placed upon the solution of problems, many students count on passing their examination by memorizing propositions and a few important problems. Too infrequently in the High School are students faced with activities and problems which require the exercise of their own intelligence and imagination because the work consists so largely of memorization, many of the best pupils find it boring and dull. Teachers are often amazed at the enthusiasm with which pupils will enter into such activities as the publication of a school paper, the writing and production of a play, the preparation of scenery, the preparation of a concert. They are enthusiastic because in these activities, unlike most school activities, there is room for the exercise of their own creative abilities.

My third criticism of the course offered in the secondary school is that it does not attempt in any way to make provision for differences in ability. Pupils entering the High School are assumed to be equal in ability. That is not the case. During my fall inspection, as I have already said, I tested H.S. students in respect to their reading ability. I have found some who can read intelligently and rapidly, any material which does not contain unfamiliar technical language and I have found in the same classes students who read even simple material very slowly and with very little understanding of what they read. Had I tested other subjects, I am quite sure that I would have found similar differences.

Our courses, as at present outlined in the curriculum, are much better suited to the most capable students than to the weak ones. But all take the same course so that teachers are forced to try to get pupils who cannot read satisfactorily, a Grade VI reader, to pass an examination on the plays of Shakespeare, the poetry of Wordsworth, Tennyson and Browning, the novels of Dickens and Jane Austin. It is, of course, impossible to do this, but since the teacher must get as many as possible through their examinations, in order to hold his job, he resorts to the giving of notes which the pupils can memorize and reproduce on the examination. This attempt to teach the same course to everyone irrespective of his ability causes, on the

one hand, many teachers to teach badly; on the other, many students to fail and to leave school with a sense of failure and frustration.

To avoid this, we need to have varied and flexible courses to suit the abilities of all. That does not necessarily mean that students should have more options. I am of the opinion that we already have too many. It means that students should study the same subjects but at different levels and in different ways. Parallel courses must be provided, as is done in all good elementary rooms, and high school teachers must learn to use some of the techniques for managing these classes that are now being used by good teachers in the elementary schools. If that were done it would imply that teachers would give more attention than they now do to the work of guiding and directing pupils into proper courses. For this work they would require some special training. Then it should follow that parents would come to recognize that these teachers have a skill and an opportunity that they themselves do not have to judge what type of work their children can do best.

Although I want to make it quite clear that I do not think that the secondary schools are meeting the needs of their students, I want to make it equally clear that I am not accusing either administrators or teachers of being negligent. These schools are unsatisfactory because the changes, both in the world outside and the school itself, to which I have already referred, have placed upon them larger demands. They have not been able to change quickly enough to meet the growing demands of a rapidly changing society. In the work of meeting those demands, every one has a responsibility. The teacher must seek new methods of teaching; the Department must make adjustments in its curriculum and regulations; and the trustees must provide the conditions which will make a better curriculum and better teaching possible. What are those conditions?

First, teachers must be given more time to cover the work which they have to do. What students gain from a course depends, as I have already implied, not on how many facts are learned, but on whether they have had time to perceive relationships, to use their powers of reasoning and to develop lasting interests. The thing that counts most is not the subject matter covered, but the methods of teaching and learning which are used. Whenever I suggest to a teacher that his methods of presenting a subject are not good, the reply without exception is, "I can't cover the work if I use good methods. Don't you realize that I must get these pupils through an examination?" That ends the argument. I know that he is right. Our curriculum is overcrowded.

We might reduce the amount of work which is demanded. That would be preferable to our present overcrowding. But before we do that we must remember that our boys and girls are going to live in an inter-dependent world in which they will require to take their places alongside of men and women trained in other countries where they are taking time to lay solid educational foundations. We quite justly pride ourselves that in this war our Canadian fighters are going into the conflict trained as well as their British and American comrades. In peacetime we must surely have the same pride in seeing that our boys and girls are not handicapped by an inferior education. The way to do this does not lie in reducing the requirements so that their course becomes an inferior one, but rather in extending the time for teaching it. By adding another year, as they have done in Ontario, we could lay a solid foundation which is sadly lacking at present.

Not only must we provide more time, we must also provide adequate accommodation and equipment. Our buildings were built at a time when education consisted entirely of learning facts from text-books. Then only classrooms where pupils could sit and recite their lessons were considered to be necessary. We are still using those buildings and putting into them many more students than they were ever intended to accommodate. In schools where we intend to encourage creative activities, we need a library and reading room where teachers can take students to work out for themselves their problems; an auditorium where classes may go to get practice in oral expression; domestic science and manual rooms, and a gymnasium. In many of the schools which I have visited, the libraries are particularly poor. I have not yet visited a school where there is a reading room sufficiently large to accommodate, comfortably, one class. Frequently the supply of books is utterly inadequate. In some districts the trustees did not even spend sufficient money to enable them to claim the grant given by the Department for libraries, books and laboratory equipment.

But no matter how much time we allow for teaching our course, or how adequate our building and equipment, we will fail if we do not have, in our schools, teachers who are well trained, intelligent and resourceful. The better we make our course, the more necessary it is to have competent teachers to teach it. It doesn't take a great amount of teaching skill to dictate notes and test pupils to find out whether they have done the work, or to assign a page of problems in mathematics and make the corrections. But to stimulate children's interest; to show how their lessons are related to life; to inspire them to creative effort; to find causes of failure; and to adapt subject matter to the varying abilities of pupils, does take skill, intelligence and resourcefulness. If teachers are to interpret to the child the world and its movements, they must themselves have more than a mere bookish education. If they are to find out pupils weaknesses and to adapt subject matter to their needs, they must have an insight into the workings of children's minds and understand the modern methods of classroom management. If they are to stimulate pupils to creative activity, they must themselves be vital and creative. Unless we can get teachers like that, we must content ourselves with sending our children into the world with a second-rate education.

But young people of that type are just the ones our modern business men are looking for, or the ones who can make a success in the professions. A few years ago I was discussing with a young professional man, a Normal School student in whom he was interested. I said that I did not think that she had sufficient intelligence and initiative to make a successful teacher. "Yes," he replied, "I know that she hasn't the qualities necessary to make a success of business, but I thought that she might make a teacher." When the future of our children is at stake, we cannot afford to take that attitude and to think that men and women who are not good enough to enter business or the professions can teach school.

If we are not uttering just idle platitudes when we say that teaching is the most important work we have to do, we must actively compete with industry and the professions for the best of our young people. Offering higher salaries is one way of doing that. When a young man can see, in the daily paper, an advertisement for an important teaching position offering \$1,500, and in the same paper an advertisement inserted by the municipal

council of the same district offering \$4,000 for a municipal doctor, he is not likely to willingly choose the teaching profession.

For rural Manitoba, this problem of salaries is a particularly important one. The rural child is entitled to just as good a teacher as the city child; the work in the rural community is just as difficult and as important as the work in the city, but the difference in salary is such that with few exceptions, as soon as teachers establish a reputation, they apply for positions in the city and generally leave the country.

But higher salaries alone will not secure for a district the best teachers. It is quite as important that we establish between trustees, parents and teachers such relations that the latter will be encouraged to remain in the profession and to deal in a progressive way with their problems. The war has shown that production rises in industry when satisfactory relations are established between the management and the workers. Big businesses are setting up councils representative of both groups. In these, workers and managers alike suggest and discuss plans for improving the industry and suggest solutions for problems which arise. The advantages of this co-operation are said to be far beyond expectations. So successful has this industrial democracy been, that there seems to be no doubt that it will continue and expand after the war.

We need the same democracy in the administration of our schools. Trustees and teachers too often meet only to discuss salaries. We need meetings in which the teachers will become acquainted with and suggest solutions for the problems of trustees and trustees will become acquainted with and suggest solutions for the problems of teachers. But if this teaching is to be more than the teaching of words, democracy must be practised in every phase of school life and school administration. Democracy in school relations is essential if we expect to get free men and women into the teaching profession.

As I have been speaking about adequate buildings and equipment, and higher salaries, I have no doubt that some of you have been thinking of the cost of this. I agree that until the war is won these things must be considered to be of secondary importance. But in education as in every other department of life, it is time for us to be thinking about what we are going to do after the war.

I do not profess to be an expert or even a novice in public finance, but there is a principle which I have found it necessary to follow in my own private financing, which I think applies equally to public business. If I find that I have suddenly worn a hole in my suit of clothes so that I need to make a considerable expenditure for a new suit, I have no means of waving a wand and getting money out of the air. I may deliberate for some time to see if I can avoid the expenditure by patching the hole, but if that is impossible, I must go over my budget and cut a little off this item and a little off that, until I have enough to make the purchase.

I suppose new public expenditures must be met in the same way. Before the war we were disposing of our national income in various ways. We did not think that we had anything left to use for unusual expenditures. Then when the war came, we found that our very existence depended on our having ammunition, guns, machines, and military training schools without number. Our politicians knew that we recognized the necessity of having these. They didn't spend much time in arguing about whether we should

have them or not. They levied on us taxes higher than we ever dreamed of. We have paid them by doing without many things that we would like to have. We have done this because we believe that it is of first importance that we win the war.

After the war we will again be reallocating our national income. How much of it will go to education will depend on how important the people of Canada think it to be that their children get the best education that money can provide. If they think that it is of vital importance, I feel sure that we will get the money. The taxpayers will do without other things that they may provide it. Of course, I do not dream that it can be obtained by small local boards, through land taxes. But the financing of this war has made me confident that the politicians can and will get the money if we make it clear to them that educating our children is the most important thing that we have to do.

CHAIRMAN: I am quite sure that we all want to express our appreciation to Mr. Stevenson for his most interesting address. I agree with Mr. Stevenson that there certainly must be a change somewhere in the present system.

At this time I would like to introduce our second speaker, Mr. Johns, after which you will be given the opportunity to ask any questions which arise in your mind.

Summary of Speech By R. J. Johns

World Changing Rapidly

We are living in a challenging age. Change is rapid and ubiquitous. Many believe that the war economy is responsible for these cataclysmic social conditions, while others see with expectation an unfolding of a new culture based on science and humanity. The latter idea was reflected in the "looking forward" portion of the informative and inspiring speech delivered by Mr. Schultz this afternoon. He said among other things that educational practice must keep pace with the constantly changing social conditions. The preparation of a New Educational Act for Great Britain, while bombs are falling on London, is also indicative of the awareness of public thought to educational and social needs.

Its Philosophy

What is the philosophy of this movement demanding change in educational practice? In a word, mechanical invention makes educational invention imperative. Technical education is no longer a frill or fad; no longer do we consider it just hand work and an inferior school subject.

Yesterday

Plato maintained that knowledge was virtue. Concomitant with that idea of learning, agricultural and mechanical work of all kinds was held in contempt by educated citizens. In fact, all occupational activities were held in ill repute. Centuries later, Bacon attracted attention by exclaiming that knowledge was power. This expression became the new beacon light of learning. In this era, thirst for knowledge increased astonishingly until a substantial body of public opinion urged the building of a school and closing of a jail.

Changing Emphasis

The evolution of school practice with its changing emphasis to meet current social and economic conditions provides a fascinating study. Firstly, subjects were taught for their intrinsic value; secondly, the child was placed in the centre and taught subjects; thirdly, the enrichment of the school environment ushered in a modified approach to learning; fourthly, the community was considered an inseparable part of the school to give a touch of realism to studies; fifthly, educators are becoming more and more conscious that the **whole child** comes to school to be taught how to learn and live. In this process he gains experiences that aid growth intellectually, physically, emotionally, socially, aesthetically and practically. According to Dewey this is not preparation for life—it is life—the creation of a many-sided citizen. The importance of providing experiences that are akin to vital living was portrayed by Patrick Henry in one of his eloquent declarations when he said: "I have but one lamp by which my feet are guided, and that is the lamp of experience."

Human Nature Changes

Countless illustrations of how the details of human nature — actions, thoughts, feelings and abilities — make adjustments could be presented. However, as my time is very limited, I shall offer two examples only, that are opposite in nature but nevertheless, produced changed individual and group behavior. The first case deals with a situation that occurred in India about 1750. King Gurkha and his followers with flaming swords rushed into a valley occupied by the kewari Craftsmen. These people were living in peace and contentment, practising and enjoying the spiritual and cultural assets of arts and crafts. To defend their civilization, they were compelled to take up arms. After twenty years of resistance they were ultimately subdued by the invaders. When efforts were made to rehabilitate themselves in peacetime pursuits, it was discovered that the arts and crafts which helped to create their manners and customs, were lost beyond hope of recovery—suggesting, of course, that prolonged experience is a potent influence in determining behavior. The second case concerns the great Russians of today. One of your own boys, Cpl. J. R. Evans, of Carman, wrote a letter recently, from Russia, to his mother. A news item concerning the contents of this significant letter appeared in the Tribune last Saturday. Cpl. Evans said in part: "They have an infinite capacity for hard work; they are generous, fearless and wizards. They will repair anything." What these peasant people have done for themselves during the past fifteen or twenty years, surely can be achieved by our own young men and women. We may not want to do it the Russian way, but to create standards of human service that will give us an era of abundance and security, our citizens must have right attitudes, useable skills and adequate knowledge. Through education, we can create people who will establish a New Day and it can be realized in our time. The argument, which is regularly presented to those of us who envisage a Better Day for all, is that human nature cannot be changed. Psychologists tell us that our natures are composed solely of our concepts and behaviorisms and that these are being modified constantly to meet changing conditions—slowly but surely.

Equalization of Opportunity

Equalization of educational experiences that will light the pathways and guide the unsteady feet of our boys and girls, involves more than the changing

of text-books, and giving new emphasis to subjects that are taught as such. Some reorganization of our schools is imperative to secure the results which are demanded. There is much that is good in our schools if put to the right use. The matriculation course, or its equivalent, will remain; but we must learn to recognize that this is definitely not the course for which all boys and girls should be aiming to master. It is a brilliant lamp of learning for those who are destined through aptitude, interest and choice to enter the professions, but for those who can achieve life to the full in agriculture, business, industry, homemaking, and other important fields of service, studies more vitalizing and humanizing should be made available. To bring this reorganization into being, a new conception of life for our boys and girls is essential. They are the adults of tomorrow. Consequently, if we are to win a New Day, based on freedom, these young people must create within themselves, the characters that will guarantee the change in human relationships—economic, social and political. Mr. Schultz has given us unique leadership this afternoon, in a word picture of what we should resolve to achieve in the new type of schools needed. He spoke about the Provincial Technical Arts Institute and Agricultural Schools suitably located throughout the Province. The Chilliwack Plan, B.C., provides us with a similar school organization. It is in essence democracy in educational opportunity for all youth in that area. It emphasizes realism in school work, by linking the Community with the school; it says that a boy who wishes to operate a farm or learn a trade; or a girl who elects to fit herself for homemaking, or specialize in the fine arts, has as much right to a secondary school education, with its common experiences, as those who wish to complete university entrance requirements; it organizes its programme so that an academic student may fulfil the requirements for University Entrance standing and still have one-quarter of his or her school time free to devote to a special field or optional courses. The whole plan is enlightening. You should study it.

Whispers Circulating

In Manitoba, I have heard whispers of a plan which in principle seems feasible and worthy of consideration. A considerable body of thought is trying to find a way to improve the learning situation in the rural schools. It suggests that the first six grades should continue to be taught in schools where this is the practice now. In certain districts, however, Grades VII, VIII and IX should be grouped in order to provide an up-to-date school programme. In many of these schools the range of work could be junior-senior high school. For some students Grade IX would be the year of determining the next step in basic additional studies—professions, agriculture, business, fine arts, homemaking, industry, etc. The present University would still be the ultimate aim of certain worthy and qualified students; others would secure their university education in the Provincial Technical Arts Institute and in Agriculture Institutes.

Opportunity Knocks

Opportunity knocks today. Prepare your plans with understanding and determination. Present your conclusions to the special legislative committee on education, of which our Minister is Chairman. Organize your concepts and be optimists and builders. We want more optimists to create a new world. The pessimist sees difficulty in every opportunity; while the optimist sees opportunity in every difficulty. There are difficulties. I am aware of many of them, but together with a united concept and a forward step, we

can soon pierce the clouds and turn on the flood lights of learning through vitalizing experiences for all our boys and girls.

CHAIRMAN: I wish to thank Mr. Johns for his address on "Problems of Secondary Schools." We are now open for questions and answers.

DELEGATE: About manpower shortage: Our High Schools had to open late because of the harvesting season. The Junior High School students also thought that they should stay home and help in the fields. Through this fall season, much time was lost. Therefore, if the schools could be started on October 15th and if the holidays might be shortened, this would prevent the schools from starting at different intervals. We will probably run into this worse next year.

MR. ROGERS: We were disappointed over the result of the move that was made to open schools late. Mr. Schultz said that the education of the boys and girls was the last thing that should be touched or interfered with. I think the Minister will determine whether there is not some way of making up the time lost, so that the June Examinations can be conducted at the regular time. Shortening of the Easter holidays brought some objections. The question of shortening summer holidays was also considered. But the Minister suggests to the Trustees that the lunch hour might be shortened, or the afternoon extended after 4 o'clock.

DELEGATE: It seems to me that it is now a most opportune time to lengthen the high school year by adding another year to the high school course.

MR. ROGERS: If the people of this Province want another year, they will get it.

DELEGATE: In the winter time many schools have cut down on the noon hour and have decreased the recreation period by 15 minutes.

DELEGATE: Do the hours have to remain from 9 o'clock to 4 o'clock?

MR. ROGERS: Only a certain amount of work can be done in a given time and after 4 o'clock the pupils get tired.

DELEGATE: In respect to the committee working on a new curriculum, is there anything done to assist the students to get through school quicker?

MR. STEVENSON: They haven't gone very far in connection with the High School curriculum, as yet, but I feel quite sure when they do, it will be a change for the better. Everybody realizes that the curriculum, as it stands now, is much better suited to the City schools than the country schools.

DELEGATE: Mr. Stevenson made mention of the teachers who used notes almost entirely, in place of teaching students by other means. How far are they encouraged to do this in Normal School? It is possible, in teaching history, to make the lesson interesting enough that the highlights of the lesson will remain in the child's mind, without notes.

MR. STEVENSON: I am quite sure that the students coming through Normal School are not taught to give notes, but a young teacher does not always use the methods that are used in Normal School; more often they are the methods by which she, herself was taught.

CHAIRMAN: The meeting is dismissed.

Meeting adjourned at 5.40 p.m. Average attendance, 100.

Wednesday, January 20th, 1943.
9.45 a.m.

THE CHAIRMAN (Mr. D. L. Cameron, President): Will the Convention come to order, please. Before we go on with the order paper there is one thing that I would like dealt with by the Convention. Mr. A. J. Webb, who a great many of you know, has recently met with a very serious accident. Mr. Webb has done many kindnesses for this Association and has been very active. I think it would be a very nice gesture if we had a vote of condolence passed as coming from the floor of the Convention. Will someone so move.

MR. McLEOD: I move that.

MR. SIMPSON: I second it.

THE CHAIRMAN: That resolution is passed, and the Secretary is asked to send that vote of condolence to Mr. Webb.

THE CHAIRMAN: The next business is the nomination and election of your president, your vice-president, and auditor. By reason of the fact that I am again standing for the office of President I am asking Mr. James Dowsett, of Minnedosa, to record the vote for your president for the ensuing year.

MR. DOWSETT: Ladies and Gentlemen, I now call for nominations for the office of president for the year 1943-4.

MR. SIMPSON: I move that Mr. Cameron be re-appointed President for another year.

A DELEGATE: I move nominations close. (Carried).

MR. DOWSETT: I declare Mr. Cameron elected as President for another year.

MR. CAMERON: I just want to say at this time that I appreciate this honor very, very much indeed. I can only say that I will do my best.

THE CHAIRMAN (Mr. Cameron having resumed the chair): The next item is the election of your vice-president. Nominations are in order.

MR. McLEOD: I nominate Mr. James A. Cuddy for vice-president.

A DELEGATE: I move that nominations close. (Carried).

THE CHAIRMAN: I declare Mr. James A. Cuddy, of Sanford, your vice-president for the ensuing year.

MR. CUDDY: Ladies and Gentlemen, I thank you for that honor, and I particularly appreciate the fact that it was by acclamation.

THE CHAIRMAN: Will you now appoint an auditor?

MR. MARION: I move that Mr. S. J. Dussault be appointed auditor. (Nominations are closed).

THE CHAIRMAN: I declare Mr. Dussault elected; he has been your auditor for a number of years. The other auditor is appointed by the Executive.

THE CHAIRMAN: We are now going to be favored with an address by Major H. G. L. Strange whom you all know through the publicity he has received in the press. The title of the Major's address to you this morning is "Education and Democracy."

MAJOR STRANGE: I feel very much at home here because for some eleven years I had the privilege of being a school trustee in Alberta. I thoroughly enjoyed the work, and I look back on it as some of the happiest times in my life; I made many fine friendships. . .

EDUCATION AND DEMOCRACY

Mr. Chairman, Ladies and Gentlemen:

I do not suppose that any subjects during the last 2,500 years have been so much talked about and written about as education and democracy. They were both subjects of keen discussion with the ancient Greeks, and have ever since been important subjects of man's thinking—with some lapses at various times—ever since. This continual discussion of these subjects throughout the ages certainly, it seems, indicates one thing, which is that we have not yet arrived at any final decision about the true nature of democracy, or of the best kind of education. There are, however, certain matters which all thinking people throughout the ages seem to have agreed upon, which is that democracy to function properly requires that those who have the power and responsibility of voting shall be reasonably well educated. Indeed it has often been said that democracy can advance and improve at no faster a rate than the rate of improvement in the education of the voters.

Until fairly recent years those who took part in the management of a democracy were but a small group of all the people. Only those who had certain qualifications were permitted to vote—the possession of some property was one qualification—the payment of a certain minimum of rent was another—and so forth—the idea behind this being that those who had acquired a certain position, or certain possessions in life, were more apt to be careful for whom they voted, and it was considered would have greater thinking power, than those who had been unable to acquire a certain position in life, or a certain minimum of possessions. These qualifications, however, are no longer required, until today we have universal suffrage whereby anyone over a certain age can vote, and in addition, of course, today women also can vote.

Years ago it was considered too that only those who were considered "Gentlemen" could become Members of Parliament, and what they meant by a "Gentleman" was one who had received a good liberal and classical education, who had travelled fairly widely, who had read extensively; particularly of past times and ages, and who had a good general knowledge of what was going on in the world, not only in his own country but also in other countries. It was felt that this type of man would have leisure that he could devote to the advancement of the affairs of his country, and to the welfare of mankind as a whole. This, too, however, in recent times has been changed until today almost anyone can stand as a representative of the people, as a candidate for Member of Parliament. It will be observed, therefore, that today the whole people have the responsibility of electing Members of Parliament which, of course, requires that the whole people should be better educated than they were in the past in order to fulfil their important duties as citizens, for it needs education to discriminate between able and less able candidates, and between the fit and the unfit, and this choice of selection is made even more difficult because, as I have stated, today almost anyone can stand as a candidate for Member of Parliament to govern the affairs of this democratic country, or of any other democracy, for it can

be said, I think, truthfully, that a Member of Parliament, who helps to manage the affairs of the nation, belongs to the only calling or profession or trade that requires not only no experience whatever, but indeed need not necessarily have any talent, any ability or any fitness for the position. It is only necessary that a candidate shall be able to persuade a majority of those who have the franchise, to vote for him, and this qualification of pleasing the voters may have nothing whatever to do with the ability of the candidate who may be elected to assist in governing the country. It will be observed, therefore, how great is the responsibility placed upon the voters in making wise discriminations in their choice of candidates. But it may happen, however, and sometimes it does happen, that none of the candidates in the opinion of many voters may be really properly fitted for the important work they have to do in governing the country, yet the voters can only vote for one or the other, or else stay away from the polls altogether, and my own belief is that large numbers of people sometimes stay away from the polls and refuse to vote, not because as is generally supposed they are indolent and lazy or have no interest in important political matters, but simply because none of the candidates standing meets with their approval; and so I venture here to make a suggestion that I believe would probably lead to an improvement in the quality of those who are elected for Members of Parliament, which is to leave on every ballot paper a place for a "no" vote, the "no" to mean that the voter does not wish to vote for any of the candidates, and perhaps it could be arranged so that a successful candidate would have to receive a majority of all the votes cast with all the "no's" counted against him. At all events we would have here an expression from those who would, by their "no" votes, demand a higher type of man than would be standing for this particular election.

The difficulties of the voter, however, and his responsibilities, are even greater yet than those already set out. It used to be commonly accepted some years ago, that after the candidate was elected as a Member of Parliament his business then was, in the light of all information he received and in the light of his meditations and reflections, to support policies which in his judgment would lead to an advancement in the welfare of his country, but in recent times this responsibility of the Members of Parliament has been, to a great extent, modified, at least in the view of some Members of Parliament. Some members believe today that their responsibility is not to use their own judgment and to vote in Parliament accordingly, but rather to keep continually in touch with their constituents and to put in effect only the ideas, thoughts and wishes of the voters of their district. Whenever, therefore, a member has this idea of his duty it is obvious that it places a still further responsibility and burden upon the voters, for in reality they become to a very great extent the governors of the country, and managers of the country's affairs, and their Members of Parliament become merely a channel through which their wishes are expressed.

I hasten to add here, that not all Members of Parliament hold this interpretation of their duty. Some believe in what is sometimes termed the old-fashioned plan, as enunciated very clearly once by the English statesman Burke, to the effect that a Member of Parliament should use his own judgment exclusively once he has been elected. I venture, however, to say that today there is no clear appreciation in the minds of all the Members of Parliament of their exact responsibilities and duties in this particular regard. That is a matter which I suggest should one day be cleared up. All this being so,

therefore, it is quite evident that the government of the country can be no better than the wisdom of the voters, which means, of course, of their thinking power, of the knowledge and information that is available to them, in short of their education.

Now, what kind of education are our own young people who are to become the voters of tomorrow and to assume their serious responsibilities, receiving towards this particular end?

I think it is correct to say that most thinking people believe that young people today should be educated to fulfil let us say three functions. One is the function of fitting them to be able later on to earn a living in this harsh competitive world. The second is that their individuality shall be developed as far as their body, their mind and character is concerned, this to make them worthy of fitting in with other human beings, and with the natural environment in which man must spend his existence. And the third function is the development of their thinking powers so that they can worthily take their required part, as mentioned, in the governing of their country.

Now quite obviously unless our young people are trained to perform the last function and to perform it moderately well, we cannot possibly have good government, and if we have poor government for any length of time, then eventually any democratic country must disappear from the forefront of nations.

What type of education is needed to perform this latter, and most important function, which we might say is the function of citizenship. What kind of discrimination and thinking power must young people be taught to achieve? Much has been said and written about this. Here, for instance, is one expression of those objects:

To learn to achieve—

“The triumph of learning over ignorance;”

“The triumph of reason over error;”

“And the triumph of peace over violence;”

and then to recognize the three things required for true success:

“DISCRETION, EXERTION AND HOPE,”

and to try to attain the three objects of intellect:

“The true, the beautiful, and the beneficial;”

and to appreciate the three foundations of wisdom:

“Youth, to acquire learning;”

“Memory, to retain learning;”

“And genius to illustrate learning.”

To learn to achieve, to recognize, to attain and to appreciate all these ideals is, I believe, recognized by all thinking persons as being necessary if young people are to be properly educated. Incidentally these thoughts or principles are not new. They were expressed exactly as I have set them out well over 2,000 years ago, for they are a part of the philosophy of the ancient Druids, parts of the songs of the ancient bards of Britain, spoken and sung as advice to the people probably long before even the Romans visited Britain over 2,000 years ago.

These so-called Triads and a great deal of other fine advice of this kind merely mean that the people shall be able to recognize the difference between what is false and what is true, and a high ideal from something that is superficial and cheap, that they shall be able to recognize a true sincere

man from one who is insincere, and even mistaken, that they shall be able to distinguish virtue from evil, good character from bad, and nobility from vulgarity, in short to be able to recognize a true man, and to become a true man, instead of a mere imitation of a man.

Yet it seems that the people have been far from achieving these high standards, for the lax thinking power, the low ideals and poor discrimination of the mass of the people have ever been the grave disappointment of great men in all ages.

Samuel Butler, for instance, in his famous book "Hudibras," written in the year 1663, wrote that "Mankind is naturally averse from all the truth it sees and hears, but swallow nonsense and a lie with greediness and gluttony."

And Butler, in the same "Hudibras" wrote further that:

"Opinion governs all mankind

Like the blind leading the blind."

and then the English philosopher Charles Mackay, in 1892, in his book entitled "Memoirs of Extraordinary Popular Delusions," wrote:

"Men it has been well said think in herds; it will be seen that they go mad in herds; while they only recover their senses slowly, and one by one."

I venture most courteously to suggest that present events in these bad shocking days bear out that these sad comments are almost as well merited today as they were in times past.

Too much criticism, however, I feel must not be uttered against the unfortunate mass of the people, for there ever have been, and are today, those abroad who because either of their insincerity, or self-interest, or their lust for material things or power, or even by reason of their very ignorance, deliberately set out to mislead the people. For instance, a famous English scholar, Thomas Love Peacock, in 1837 wrote as follows:

"The great principle of the Right of Might is as flourishing now as in the days of old; the array of false pretensions, moral, political and literary, is as imposing as ever; the rulers of the world still feel things in their effects, and never foresee them in their causes; and political mountebanks continue, and will continue, to puff nostrums and practise legerdomain under the eyes of the multitude; following a course as tortuous as that of a river, but in reverse process; beginning by being dark and deep and ending by being transparent."

And then the great Dean Swift in 1710, in his essay entitled. "The Art of Political Lying," wrote as follows:

"Falsehood flies, and truth comes limping after it so that when men become to be undeceived it is too late, the jest is over and the tale has had its effect; like a man who has thought of a good repartee when the discourse is changed or the company departed; or like a physician who has found out an infallible medicine after the patient is dead."

Whether these deceptions are altogether quite as true today as they were in those days, I cannot say, but I do say that in degree they are still true, for we are all well acquainted with the demagogue who makes extravagantly bold and brave promises, that have a superficial glitter and allure, to bring us a "new heaven on earth" but which he is quite sure can never be put into effect, and therefore wilfully deceives the people, or which he really and sincerely believes in, in which event he is, of course, himself grossly ignorant. We are well aware, too, of those who are adepts in the

art of using words to hide meaning, so that the people vote under a misapprehension, and those others, who have sometimes been called "mystagogues" who hypnotize people in their favor by saying nothing beautifully.

These are a few illustrations of the difficulties of the voter in exercising his discernment, and one could illustrate these thoughts at greater length. I venture to maintain, therefore, that only the proper kind of education will ever permit the people to be wise enough to see through all these deceptions, to be able to distinguish the fit man from the unfit, the true from the false, to distinguish learning from ignorance, virtue from evil, and reasonable proposals from extravagant delusions.

Now the question comes, which I ask, is our present system of education tending to train the mass of the people, the voters, to exercise these discernments, which I for one feel must be exercised to some degree at least, if our democracy is to continue to function? One can only judge, it is said, a tree by its fruits, and so let us look at the fruits of the decisions of the people made in the last twenty years, and at the acts of their representatives which these representatives must have believed met with the approval of the people.

We suffered for a series of years as a result of our stupidity and lack of vision from one of the most serious and heart-breaking depressions the world has ever known, and by certain actions deliberately taken we sowed some of the seeds of this present war. These I realize are harsh words, but I am in very good and high company when I venture this opinion, for the same thought has been expressed over and over again by no less an authority than the State Department of the United States. Here, for instance, is what Mr. Sumner Welles, U.S. Under-Secretary of State, said some little time ago, in a public address made in New York when he was discussing the recent great depression, and the part which the United States, one of the greatest democracies in the world, played in bringing about that depression, and in sowing the seeds of this present war:

"Many foreign countries, which had not recovered from the shock of our tariff increases in 1921 and 1922 and were tottering on the brink of economic and financial collapse, were literally pushed into the abyss by our tariff action of 1930. Throughout the world this withering blast of trade destruction brought disaster and despair to countless people.

The resultant misery, bewilderment, and resentment, together with other equally pernicious contributing causes, paved the way for the rise of those very dictatorships which have plunged almost the entire world into war."

Then I would remind you, too, that in spite of intensive warnings that Germany and Japan intended to wage war against us that Governments — and in this they were supported by the people — made hardly any military preparations whatsoever to meet the coming blow. When war came, therefore, we found ourselves totally and completely unprepared. Now, it must be evident that the education the people received up until recently has not been of a nature to teach them to be aware of forthcoming disastrous events that were obvious to some, to distinguish between the false and the true, or between men of high thinking and low thinking, for the people voted and maintained in power those who put into effect those bad policies which brought about the great disaster of the depression, and which helped sow the seeds of this war, as Mr. Welles has stated, and which found us utterly

unprepared in defense when war fell upon us, and so I state with all seriousness that if our education today is the same as it was then, it still may lead to the same serious disasters in the future, for just as the events of today are the result of the ideas and actions of the past, so will the events of the future be the result of the ideas and actions of today. Our future, therefore, can be no better than is our thinking power of today.

Now just precisely what was wrong with that education of yesterday, and what is wrong with it today if it is still the same, and it seems to me it is not very different. I believe the main trouble was that we were all taught to worship material things too greatly, that we concentrated too much on an education that would help people to earn a living, too much upon scientific subjects and too little upon preparing young people to become good men and women; and particularly we failed to concentrate sufficiently upon training young people to take their place as voters in helping to govern their country, in wisely selecting candidates, in short in becoming good citizens. I for one believe, therefore, we must change somewhat our principles of education, that we should pay far less attention in the secondary grades to fitting young people to earn a living, for that they can easily learn after school years, but that we should concentrate more and more on those subjects that will build up character, thinking power and moral virtues, and, I would add myself, concentrate too on spiritual values, all so that our young people will become better men and women so that they can distinguish better between, on the one hand, things that really matter in this world, that are fine and lasting, that will in the long run bring to themselves and to others happiness, and on the other hand those things which have merely a glittering promise for the moment, but which are of temporary and superficial value only, and which may bring disaster in the future, not only to ourselves but to millions who live in other countries. And I believe myself that an appreciation of the responsibilities that we ought to have in Canada for the welfare of the people who live in other countries, might perhaps be a most important new subject that might be taught throughout our primary and secondary grades. But above all, it seems to me, we must improve the thinking power and the power of discrimination of our young people if in the future we are to avoid some of the disasters that have overtaken us.

To accomplish this there are some changes that I would suggest for consideration to be made particularly in our secondary school education. I would favour first of all eliminating those subjects that have to do with specialized science up to and including the eleventh grade, such as chemistry, physics, shorthand, typewriting, business correspondence, business law and so forth, and I would substitute for these subjects those that would tend to improve the general knowledge and thinking power of the students. I would make Latin compulsory, with all courses and in all secondary grades, for a knowledge of Latin will improve the ability of the students to express themselves readily both in speaking and writing English, and will teach them, too, discipline of expression. But above all I would require a considerable amount of reading and study of the great Greek and Latin literature, commonly known as the classics, in English translation, and also some part of our serious English literature. This would give the student a knowledge not only of what happened in the past, but also of why it happened, and would develop his intellectual curiosity. Polybius, the Greek, in his famous history, told us that it was not what happened that mattered so much

as why it happened, and the Greeks said that an education is no more than trying to find the proper answers to important questions. This kind of reading and study would incite the students to develop the habit of asking WHY, for it is as certain as the sun rises and sets that unless we find out the WHY of present bad occurrences that we shall be doomed to repeat them. It was common with the people of ancient Greece to ask their public men who had addressed them "Now just exactly what do you mean by that?" and they would not cease asking this question until they had received an answer that satisfied them. I think we need a great deal more of that ability and desire to question our public men today, to get into the habit of asking this question, and demanding an answer; it would quickly prick balloons of illusion and delusion, and would show up for what they were worth statements which sounded well, but which in fact might be only frothy, and superficial, and contain no real meaning.

These great Greek and Roman classics in English translation are far from being hard reading. They contain some of the most fascinating stories of adventure in the world. They certainly appeal to young people. They contain some of the finest and noblest of thoughts that human beings have ever uttered, and tell the stories of the lives of some of the greatest men that ever lived, and so cannot be anything but an inspiration for young people, and would have a lasting effect for good upon their minds, hearts and spirits. It has often been said, for instance, that if a person were to become familiar with Plato's Apology, which is said to be perhaps the noblest document which the human mind has ever conceived, and if the same student would thoroughly master the argument of as little as the ninth book alone of Paradise Lost he would forever be a cultivated man, and could hardly think in any other way than fine and nobly, and I venture to remind you that a generation or two ago it was quite commonly considered, as a matter of course, that no person was even moderately well educated unless he had a knowledge of classical literature.

It is true that we are learning things during this war, but only I suggest because we are now desperately prompted to ask questions and to demand answers. It is a pity, however, that we have to wait for war to show such intellectual curiosity. One of the ancient Greeks told us long ago that "War was a violent school master" and so it is, but there is no reason why this spirit of inquiry cannot be developed in times of peace, so that at least when our citizens vote for a certain measure, they will know exactly what they are really voting for, and know, too, something about the ultimate consequences of that measure if it becomes law both on their own and on other people. It has been said that the difference between an educated and an uneducated person is simply this: An uneducated person does things which he thinks will benefit himself without however knowing WHY, but that an educated person not only knows WHAT he is doing but also WHY he is doing it.

We have, I suggest, worshipped the WHAT far too much and I believe for one that most of our serious hardships and sufferings have come upon us simply because we have been neglectful in continually asking the simple question WHY?, in failing to seek reasons and causes. There were, for instance, questions raised by Socrates, 2,500 years ago in Athens, that are as pertinent today as they were then, and demand answers just as much now as they did then, if our democracy is to function as we all hope it will, for the Greeks in those ancient days were greatly concerned with education

and democracy, and about the pitfalls into which democratic institutions might fall.

There was, for instance, one thing about which the Greeks were quite certain, that a country rich in resources such as fertile land, would be the constant envy of less well off neighboring nations. The Greeks, therefore, were ever on the alert in building up their defences and armaments to be prepared against possible aggressors. They had a proverb which said, "Position and possession are no stronger than the power to maintain them." Had that one simple old proverb, or principle, been in the minds of the governments of our democracies in the last twenty years, it is certain that our own democracies rich in resources, would never have committed the sin of being militarily unprepared to meet the aggression of enemies less well off than we were. This is a very simple illustration of the wisdom that can be learned, and that will be most helpful to us by a careful study of the classic literature of old.

Some of the suggestions that I have ventured to make for changes in the courses of secondary schools might well, too, I believe, apply to our universities. I feel that they also have concentrated far too much on the sciences, and not sufficiently upon those liberal arts which are so productive of good thinking power.

I notice that the number of students admitted to liberal arts courses is to be curtailed, which it is expected will result in a probable increase in the number of students taking science courses. This may be all very well, and necessary, to train young men for scientific warfare, but I suggest that after the war more students should be encouraged to study the liberal arts, by means of a generous number of state scholarships, and that only those who are particularly talented for the special field in which they propose to work should be encouraged to take up scientific courses, for we must never forget that the tax payers carry the bulk of the cost of all university education.

I believe myself that the difficulties in which we find ourselves today are to a great extent the result of the lack of the proper kind of learning on the part of university graduates, just as much as they are the result of the lack of the proper kind of learning instilled of those who have attended only secondary schools.

Science, with all its present-day importance, enables our civilization, it seems to me, to roll smoothly, swiftly and efficiently along a given path, but science appears unable itself to tell us whether that path along which we are travelling is the right one or not. Only a good general education, I am sure, will produce thinking men who are capable of giving such important direction.

There is one other thing which I realize is a matter of controversy, but upon which I would like to make a personal observation. I believe that learning and thinking power have declined not only since we virtually abandoned the reading and study of the great classics, but also have further declined since we abandoned the daily reading of the Bible in the home and in schools, and so we have denied to ourselves and to our children the great lessons of virtue and truth and nobility with which the Bible abounds, and denied to ourselves furthermore making part of our very nature the English language when it was at its noblest and best. When I was a boy it used to be said that any person who had the Bible language of the King James' version in his system would find difficulty in acting in a low and

ignoble way, and if he did so act that he would certainly know that he was doing wrong. I remember, too, often hearing as a boy, when there would be some discussion about a young lad who was not behaving in the way he should, the elders would remark, "Get Homer and the Bible into the boy and he will be alright."

Even though, however, we were to start tomorrow making the changes in our educational program that I have outlined, it would, of course, take considerable time before any beneficial effect would be shown on the minds and hearts and spirits of our young people. I suggest, therefore, that for some time to come we shall badly need the guidance of those learned people whom we already have, and we have some without doubt, and so I suggest that the public and the Government would be better off if they could have at their elbow what one might term a general staff or council of learned men, an organization composed of such people as the philosophers, economists and historians attached to our universities, who are detached from the turmoil of this world, and who have that precious commodity, leisure, and time to think. That this general staff might make it their business, quite unofficially, and in their spare time, to consider important national policies that might be proposed, and to pass on their conclusions so that the public and Members of Parliament might have the judgment and advice of unbiased and learned men upon important matters. The public, too, I suggest, would then become aware of all the facts and truths obtainable about the proposals or the situation under discussion, for we all know that there are at times truths and facts that almost everyone is frightened to talk about, simply because they are unpleasant. The Government of the day often hesitates to mention such truths because of dread of the voters. The opposition dare not mention these things either, for the opposition, too, is thinking of the votes of the people at the forthcoming election. Individuals, too, often dare not speak about certain truths for fear that unpleasant consequences might come upon them. But a General Council of Learned Men such as I have advocated would be under no fear of anyone, for their pronouncements would be anonymous, and no Government or group would dare to visit any penalty upon such a learned and important body of people as a whole.

In conclusion I cannot pretend that these recommendations, if put into effect, would make trained thinkers out of all the people, or would inculcate wisdom into the mass of the voters. I do believe, however, that such a program would tend to improve the thinking power and the wisdom of many people whose leadership and advice in turn would have a beneficial effect upon the masses.

I cannot pretend either that the advice given by such a General Council would always be exactly correct. I am sure, however, that while they could not always foretell the future, such trained minds could predict the sort of consequences that would likely follow certain sorts of acts, for there is a direct relationship between cause and effect and between present acts and future events, and such advice, I believe from my observation of what has been going on in the past twenty years, would enable us, if we acted upon it, to behave in a more rational, decent, humanitarian and Christian way than we have done in the past, and I am thoroughly convinced that the good advice of such trained thinkers would certainly help us to avoid sowing the seeds of World War No. 3.

THE CHAIRMAN: I am sure that you wish me on your behalf to extend to Major Strange our sincere thanks for his delightful address. I would also like him to stay and sit in with us. His great experience in trustee matters would be valuable. After hearing him speak I feel very humble so far as my command of the English language is concerned.

THE CHAIRMAN: The next item on the order paper is positively the most important one to be considered at this Convention—the nomination and subsequent election of your Board of Directors.

A DELEGATE: I think the delegates should be elected for certain divisions of the Province, the place where they live—north, south, east and west.

THE CHAIRMAN: The Directors are elected from the floor of the Convention regardless of where they live. If a person has ability to serve he will do his best regardless of his district. That is the only answer I can give; it may be that there is a resolution before the Convention at the present time.

Mr. Dowsett tells me that the matter has not been brought up and I believe you would have to give notice of motion before such a resolution could be made because to some extent it has to do with the Constitution.

A LADY DELEGATE: Our problem will arise from different types of schools. We should have representatives from the one-room school, from the small town school, from the suburban schools and so on. The problems of these various schools differ a great deal.

THE CHAIRMAN: Under our present set-up we cannot allocate certain representatives to the Executive from various sections; I hope that is understood.

Regarding scrutineers, the Executive has power to appoint two, and I name Mr. George Sims and your vice-president, Mr. Cuddy as scrutineers from the Executive. If it is the wish of the Convention we might delay the appointment of the other scrutineers until after nomination; that is what we will do.

MR. DOWSETT: Usually we have found that the counting of ballots is an onerous task; there should be more scrutineers—at least a dozen.

A DELEGATE: I was a scrutineer last year; we did not have enough; we want a dozen.

THE CHAIRMAN: All right, we will appoint twelve.
The following are nominated as Directors:

Mr. H. H. Allen, Virden.
Mr. H. C. Avery, East Kildonan.
Mr. Ted Browning, Ogilvie.
Mrs. Bruce, Dauphin.
Mr. Cresswell, Gladstone.
Mr. James Dowsett, Minnedosa.
Mr. George Fitton, Brandon.
Mr. W. H. French, Stony Mountain.
Mr. J. E. Herriott, Cloverdale.
Mr. Bert McLeod, Shoal Lake.
Mr. Marion, St. Boniface.
Mrs. E. J. Manns, Edrans.
Mr. I. L. Mitchell, Roblin.
Mrs. R. F. Rorke, Winnipeg.
Dr. C. W. Wiebe, Winkler.

THE CHAIRMAN: As I have stated before, the ballot papers will be prepared, and I ask again that you be back very promptly after the lunch adjournment. It is suggested that all candidates come on the platform so that they may be seen.

THE CHAIRMAN: You have now seen all that are nominated. You are only entitled to vote for eight.

The Executive now are nominating Mr. Sims for scrutineer, and also Mr. Jack McFadden who has kindly consented to act.

The Convention will nominate ten other names.

The following are nominated as scrutineers from the Convention:

Mr. Gerelens, Oakburn.
Mr. Fournier, La Broquerie.
Mr. Simpson, Shoal Lake.
Mr. Dave Oliver, Gladstone.
Mr. Lacombe, Brandon.
Mr. H. E. Smith, Dauphin.
Mr. Page, Grandview.
Mr. H. E. Batters, Portage la Prairie.
Mr. Poole, Kelwood.
Mr. McKay, Lenore.

THE CHAIRMAN: Mr. Dowsett is going to take over now in respect to resolutions to be advanced before the Convention. I would ask you all to remain in the hall.

MR. DOWSETT: I have a resolution here; it is a notice of motion to change the constitution. For any change in the constitution notice must be given from one year to another. This asks that sub-section (d) be amended to allow directors to be appointed for a two-year term. It is moved by Mr. Caskey of Portage la Prairie. That is all we have to do with it now.

MR. DOWSETT: Now we will take Resolution Number 2: (Miniota Regional Convention) "That the Minister of Education be asked to make representation to the proper authorities to have the Teaching Profession classed as an essential service." That is moved and seconded; does the mover wish to speak?

MR. BROWNING: I had nothing to do with the drafting of this resolution but it has often come to my mind since we are losing so many of our teachers, that if there is going to be regimentation of the people of Canada that teachers are very essential where they are. We are all out to win the war, of course, but I think that the Department should make an effort to keep at least what teachers we have on the job.

MR. DOWSETT: Are you ready for the question? All in favor of this Resolution No. 2? Contrary? I declare the motion carried.

MR. DOWSETT: Now we have Resolution No. 3. "That the Manitoba Government be approached in regard to stations CKY and CKX as to the commercializing of our radio broadcasting." Is there a mover to this?

MR. BROWNING: I will move it.

MR. SIMPSON: I second that.

MR. BROWNING: I did not have anything to do with this resolution or with bringing it here. I think there is too much commercializing of the radio, and some of the stories and stuff that come over are terrible for children to listen to. I think there should be some effort made by either the

Dominion or the Provincial Government to put the thing on a better basis. I don't think we are so hard up that we want to sell our air to the people that sell soap. (Resolution carried).

MR. DOWSETT: We go back to Resolution No. 1.

MR. CAMERON (President): This resolution reads "That this Convention in session assembled goes on record as advocating the incorporation of the Manitoba School Trustees' Association."

This has been discussed by myself with others at the regional conventions held last year, and I think you are very conversant with the problem. Your association was formed away back in 1907 and has carried along very well, but at a recent date the Government is concerned as to the legality of paying a grant to an unincorporated body; that statement explains itself; their auditors more or less insist on the proposed step. It is said to be doubtful whether the grant should be made to a body that has no legal status. That is one of the prime reasons. The second is that we desire to perpetuate the work of this Association and have a legal entity. There is a direction the incoming board would like from the Convention, and that is the mechanics of setting up this incorporation. That of course will have to be left to the Executive; they will have to determine what form of incorporation will be sought. I think any controversy that might ensue in this connection could be well left to the incoming Executive. Quite a survey has already been made as to various methods of incorporation. I would move this resolution.

A DELEGATE: I second that.

MR. DOWSETT: The resolution is carried.

MR. DOWSETT: We have time for one more resolution before the adjournment. We will take No. 4 which reads: "While it is true that many abuses of privileges can be overcome by asking for tenders, yet in the case of fuel for the average rural school it is usually purchased from the regular dealers at standard prices, and only from three to five tons; therefore be it resolved that Section 135 of the School Act be amended to provide for the purchase of these small amounts of fuel needed at standard retail prices without asking for tenders."

MR. FITTON: I move that.

MR. CUDDY: I second it. I would not mind saying a few words; I did not bring the resolution in but there has been a lot of criticism in the Province about this. It is a lot of difficulty and bother when buying two or three tons of coal and you have to advertise. The regular way has been quite satisfactory in the majority of cases, but in some there has been controversy between the dealers and the Town. In my opinion when that takes place the ratepayers have the matter in their own hands. If the trustees are buying from one dealer and not giving the others a chance that is up to the ratepayers and the trustees of that district. Then there is the problem that exists when you advertise and receive the lowest tender from an adjoining town.

MR. BROWNING: I think that you are probably stepping on dangerous ground. Legislation is set up to protect the ordinary masses of the people, and I think there is plenty of leeway for a school board to get over a difficulty. I certainly am opposed to repealing anything in connection with calling for tenders in the expenditure of public moneys.

THE CHAIRMAN: All in favor of the motion? Contrary? I declare the motion carried; it was a pretty near thing; not a big vote either. I want you to keep in mind the banquet that is to be tendered to us tonight when we are to be the guests of the Provincial Government.

Morning session adjourned (Jan. 20th).

Afternoon Session.

Wednesday, January 20th, 1943.

THE CHAIRMAN (Mr. Cameron, President): The ballot papers are now here and while they are being distributed I want to again announce that we are the guests tonight of the Provincial Government at the banquet in the Hudson's Bay store. It is to be followed by a concert in this hall at eight o'clock. Before proceeding with another item of business I think we should collect the ballots, for the directors, so that there will be no confusion.

THE CHAIRMAN: There are one or two communications that have been received. There is a letter from Dr. Iverach of Isabella, saying that he is sorry he cannot be here to receive his life membership certificate. He adds some very nice things about his connection with this Association and sends his best wishes. Then we have a telegram from Mr. S. H. Forrest, Souris, addressed to Mr. Love, the Secretary. It reads: "Flu attack prevents attendance at Convention; sorry; best wishes."

THE CHAIRMAN: We are waiting for the result of the ballot. In the meantime we have with us Mrs. McLaughlin of the I.O.D.E., who is the camp convener of the Library Committee.

Mrs. McLaughlin gave interesting details of the work of her organization in collecting magazines for the Forces. She also outlined a plan by which surplus magazines could be given to rural schools.

The Chairman thanked Mrs. McLaughlin for her address and also for her helpful suggestions regarding the distribution of magazines.

THE CHAIRMAN: We have with us Dr. Willoughby representing the Teachers' Society. You all know him and I am sure he has a word of greeting for you, and we don't need to implore Dr. Willoughby not to speak too long.

DR. WILLOUGHBY: I am honored indeed in being appointed a fraternal delegation to your convention. No one can be more cognizant of the high responsibilities of the school trustees than the teachers of this Province so it is a pleasure for me to bring greetings and the best wishes of the Manitoba Teachers' Society. The occasion of an annual convention is always inspiring for here the best thoughts and ideas of the members become crystallized. It also allows us to get rid of bad grouches. While not acquainted with most of you I have met with and worked with members of your Executive, particularly Mr. Cameron and Mrs. Rorke. A committee made up of representatives of your Association, our Teachers' Society and the Department of Education is I think a splendid one, and augurs well for the future of education in this Province. I know our organization has appreciated this joint conference immensely. Educational systems like all other institutions are being tried as never before on account of the war but I am sure that after the raging fire has gone and world has passed once more into the sunlit uplands spoken of by Mr. Churchill we shall be surprised to find many things we thought essential have perished in the inferno now raging but our educational system will still be standing. Although I feel this is true I am one of those who believes that education has never

occupied the place it should in a truly democratic society. Too often it has been a political football to be kicked that way and the other; too often has it been the first to feel the knife at the cry of economic necessity. Too often local committees and school boards are left to struggle with the problem of providing educational facilities when financial resources were nearly at the vanishing point. Surely in a democratic state where government of the people is for the people by the people education is worthy of a much higher place than it has occupied in the past. In such a state it becomes not a matter of local concern only but national concern. Education as I see it is the crown jewel of a truly democratic society; the agency that leads mankind forward and onward to explore things and which serves at the same time as the foundation stone on which the society itself rests. Let us hope that after the flames have died down and expired education will assume its rightful place in the society of tomorrow.

THE CHAIRMAN: Thanks very much Dr. Willoughby, I am sure that our Association in turn reciprocate those very fine expressions of goodwill and good wishes. Will you be good enough to convey those sentiments from our Association?

THE CHAIRMAN: We now have Mr. Parker of the Manitoba Educational Association who has been an especially good friend of our Association in connection with the pooling rates.

MR. PARKER: The pool rate this year is not so high as anticipated—\$6.65 — so that there will be some refunds to the delegates. We shall be ready to deal with that at the close of this session.

Now as the president of the Manitoba Educational Association I bring you greetings and best wishes from that organization—the parent organization in our Province. We are an open body; all who are interested in education are qualified and eligible to become members of our Association, and I invite each and all of you to be present at our forthcoming convention during Easter week of this year. I can promise you an interesting programme. We are expecting to have Dr. Cyril James of McGill University to address a public meeting in this auditorium on April 27th. The theme of the Convention this year is "Education and the Atlantic Charter." We are preparing and planning for post-war education. The only hope for the survival of a democracy is in the education of all the children of all the people. Your organization and the one I represent and all organizations interested in education must co-operate in order that there should be equal opportunity for every boy and girl in our Province. May I leave that thought with you? Again I extend to you our best wishes for a successful convention.

THE CHAIRMAN: We are grateful to Mr. Parker for that kind invitation to attend the special meeting being held.

THE CHAIRMAN: Inspector Allbright is representing the Inspectors' Association and we will have a word from him.

INSPECTOR ALLBRIGHT: On behalf of the Inspectors' Association it is my privilege to extend to you at your thirty-fourth annual convention their most cordial greetings and best wishes that success may attend all your endeavors. We, as an organization and as individuals are vitally interested in all you do here. As president of our Association for this year it has been my privilege to sit in with the Executive—according to your constitution our president is a member of your Executive—and I want to

express to you just how much that has meant to me. I have learned so much in those meetings and from the association there, and from the discussions. I have been received with the finest spirit and it has done me good to realize what a fine feeling exists between our two associations; that is the way it should be. I want to congratulate you on the high tone of this convention. I have been sitting in in every session, and I have noticed the themes of your discussions on the child and the production of a first class citizen; on the importance of qualified teachers, and the stressing of those spiritual and moral values that build up character in a nation and thus produce good citizens. I would like to give to this convention the motto "There is no wealth but light." You constitute a Province-wide powerful democratic association pledged to be the guardians of the practices and principles of our democratic system of education. Many of the inspectors who have been fortunate enough to be able to attend your convention have already shown their interest and their readiness to co-operate with you. There are many others scattered throughout the Province who have not been able to get here but their spirit is with you just the same. You are meeting at this time of crisis when you face two great problems: one, to carry on the most effective education in this day for the generations following, and in the second place you are working on the problem of reconstruction, and in some measure prepare for the better days that we hope and pray for. When we see painted today vividly in true colors that new world which tyranny has offered us, and the possibilities of the new world that democracy and freedom can offer we have only one choice to make, and that is to pin our faith to, and intensify our democratic educational system, and go on and develop such possibilities as had never been accomplished in the past. Let us catch at the possibilities there are in this system of education among free peoples.

THE CHAIRMAN: Now are there any other sister organizations that have representatives here to extend greetings to the convention?

MR. BEACHELL: Mr. Chairman, Ladies and Gentlemen: It gives me a great deal of pleasure to come here and bring the greetings of the Union of Municipalities to your Association. We are similar organizations and I sometimes think yours is the more important. We attend to the necessary material things and you are entrusted with the care of the intellectual needs, and if the intellectual things are not provided I am afraid that the citizens of the future will not be very well looked after. I would like to see more time in the schools devoted to training in citizenship; the children of today are the citizens of tomorrow. I think one of the main things they should be taught is the privilege and the responsibility that rest on them as Canadian citizens. The other day a young lady came to me and said "I shall be twenty-one in a week or two, and, I shall have a vote, but what do I know about it?" I could not say very much as I thought that someone who wanted to be elected would tell her all about it. She said "I am going to take my book on Civics and read it a little more carefully and see if I can find anything out of that." I am glad to have had the opportunity to be here. You have a large attendance notwithstanding the many conditions that are against travelling. I thank you.

THE CHAIRMAN: Thank you very much Mr. Beachell. We will now proceed with the resolutions and call upon Mr. Dowsett to go on with his good work.

MR. DOWSETT: Will you look at your small sheet with the resolutions. I want to make an explanation before I call upon anyone to speak to these resolutions. You will see that they have to be sponsored by members of your Executive. The reason is given on the sheet as follows: "The Legislature during its last session appointed a select committee to make a study of Administration and Financing of the school system of the Province. This select committee has invited the Executive of this Association to present a brief on this subject with suggestions or recommendations for the improvement of our school system for the present and post-war period." I am requested to tell you that these resolutions are being presented to you with the idea that you should indicate what you wish to be done with them; they will have to receive your confirmation. We don't want to take anything to the Committee of the House unless we have some strong backing one way or the other. The first one on this list is sponsored by Mr. Allen and it is moved by Mr. Allen, and seconded. I will call on Mr. Allen.

MR. ALLEN: In presenting this motion I think it should be taken in steps as has been outlined on numerous occasions. Section (a) reads: That educational opportunities as between the rural areas and the larger centres are far from being equal." (b) "Therefore in view of present day conditions with an outlook towards the post-war period . . ." Then we have (c) slightly changed to read:

"We suggest:

(c) That along with and in addition to our universities some change in the educational system is necessary to equalize the opportunities for the rising generation, particularly along the line of technical and agricultural advancement to keep in balance with science in other fields."

(d) That Institutions be located in certain strategic centres which would embody the teaching of technical and agricultural science, as well as the academic standards which prevail."

"(e) That these institutions be administered by our Federal and Provincial Governments."

Section "(f)" is: "That the administration of the said institutions be administered by equal representation from the residents within the defined area and the Governments in question."

You see who is going to pay. I think that we are going a long way today to getting some help from the Dominion Government, and I think we have the whole support of the Minister of Education in providing money to build these institutions.

I believe that the residents of the defined area have a right to say something about the administration and operation of the institutions.

Section (g) reads: "That the policy of the Department of Education pertaining to technical education be endorsed by the Convention." I believe that the policy of the Department should be endorsed.

You will remember that a few years ago the Minister, along with the Minister of Agriculture provided some of these schools for the teaching of agriculture and domestic science. They were a success and the Department should have our endorsement for their action.

The last section says "(h) That the Executive of the Manitoba School Trustees' Association appoint a committee to submit a brief to the Legislative Committee on the points as outlined." Those are our points and they are open for discussion.

MR. SIMPSON: I am pleased with the attention these matters are receiving from our Executive. We are aware that in the present nature of things the rural areas have not the opportunities for education that are possessed by the urban districts. The children of the urban centres are able to get an adequate education along the lines of technical training that is denied to our rural schools. I am glad that there are embodied in this resolution certain suggestions for the post-war period. We must remember that the activities throughout this country with the coming of peace will cease overnight. It is all to the good that our Associations and Governments are looking forward to the post-war period to lay foundations on a better basis for our people. If there can be established technical training centres whereby our boys and girls can take in the lessons that are taught there then this organization will have accomplished a great thing for these young people. I am also glad to see that a brief containing these representations is being taken to the Provincial Government. I think it can be left to the Convention to give their unanimous support to this movement.

MRS. PARKINSON (Roland): I am from a rural district. I have been wondering how the little boys and girls are going to get to these centres if they show an aptitude for technical training. I would like to know from our trustees and those who have drafted this fine plan just how they propose to overcome the fact that many of our children are a long distance from school centres.

MR. STEELE (Treherne): I heartily endorse this resolution but as Mrs. Parkinson was saying there is the transportation problem. I would like to know how they would transport the youngsters ready to go from our school six or seven miles into a bigger unit; they would have to leave at six or seven o'clock in the morning.

MR. CAMERON: The mechanics of transportation of course would have to be worked out. Some of you were fortunate enough to be present at Mr. Marion's section in which the Chilliwack plan was mentioned. It is a long report that was received from the Chilliwack Board; it is a plan that is worth consideration. It is a practical plan because it has been worked out. Their transportation plan is a scheme which is extended not only to the town of Chilliwack but to a large surrounding area. Of course, they have not possibly the same problem of getting a conveyance through snow as we have. Of course, to get a perfect plan here, further study will have to be made by your Executive, and certainly there is not enough time at this Convention to do more than outline our objectives. One thing must be borne in mind, it was not our intention to do anything except so far as pupils from Grade VII on are considered. The Chilliwack plan is workable and is more or less according to the suggestions included in this present resolution.

MR. MARTEL (Whytewold): You hear a lot of talk about the difficulties in rural districts. I presume the Federal and the Provincial Governments would give us grants to get the school going. Children too far from home could be boarded in a boarding school. We have orphanages kept by the Government. Why couldn't we take older children and put them in such places just as the younger ones are today?

MR. FOURNIER: I think, outside of the election of our Executive, that this is the most important question that has faced our Convention. It seems to me that time should be taken for an outline of the Chilliwack plan so that we may know what it is all about.

MR. CAMERON: It is a matter of urgency. We have to get before the Provincial Government some suggestions as to what our ideas are on this reconstruction plan. You heard the letter read yesterday directed to your Association by the Minister of Education. You will remember that there was a special committee of the House set up to co-ordinate the ideas of all sections of the Province. Our time is limited; we must submit what we have now or nothing can be done. I could suggest that we stop right here and have the Chilliwaack plan read. Mr. Allen tells me that it would take 35 minutes to read. All in favor of having it read? There seems to be nobody, so we won't read the Chilliwaack plan.

MR. LLOYD: I feel that in this plan which has been submitted we have a splendid thing. Our Executive would not have submitted it unless it had been given careful thought. In the actual working out of the thing there are details to be considered. Unless we do something now we shall not get anything. So far as the rural schools are concerned this plan will give us lots of advantages that we do not possess now. I feel we can leave the details in the hands of the Executive and of the Department of Education.

MR. AVERY (West Kildonan): I have been coming to these conventions for ten or twelve years and this one has given me more pleasure than any of the others. We have before us one of the most progressive measures I have heard discussed before any convention. I know this, because we have in our school technical education. I know you people from the rural sections have many handicaps in even carrying on ordinary education. This resolution does provide advantages over anything we have had so far; that goes for both the rural and the suburban areas. In the school districts of the Province, with the exception perhaps of the City of Winnipeg, we have been compelling our teachers to shove all our children, irrespective of their aptitude, down the same funnel. I am one who believes that the school life of a child should be happy. Some cannot be happy when struggling with academic subjects but give them technical education and domestic science and the whole atmosphere is changed for them. We found that change taking place in our school when we started those subjects. The children in the rural schools should have the same advantages. I don't think the difficulties surrounding the proposals in the resolution are insurmountable. I think they can be, and will be, worked out if it is decided to go ahead with the scheme.

MR. DOWSETT: Are you ready for the question. All in favor of the resolution? Contrary? Carried.

MR. CAMERON (Chairman): The scrutineers are now ready with their report.

MR. McFADDEN: The names of those elected are:

Mr. W. H. French, Stony Mountain.
Mr. James Dowsett, Minnedosa.
Mrs. E. J. Manns, Edrans.
Mr. J. A. Marion, St. Boniface.
Mrs. R. F. Rorke, Winnipeg.
Mr. George Fitton, Brandon.
Mr. H. H. Allen, Virden.
Mr. Bert McLeod, Shoal Lake.

THE CHAIRMAN: I declare these ladies and gentlemen duly elected.

MR. DOWSETT: We now have Resolution No. 17 before the Convention. It reads as follows: "We recommend that steps be taken to bring about the exchange of teachers between the City of Winnipeg and the rural districts, and to accomplish this a Committee be set up by the incoming Executive to study the question and report at the 1944 School Trustees' Convention." That is moved by Mrs. Rorke and seconded by Mrs. Manns.

MRS. RORKE: The idea behind this motion is to create a better feeling and a more co-operative spirit between our teachers in the City and those in the rural districts. Our main object is that we may work the arrangement out to the advantage of City teachers and rural teachers.

MR. DOWSETT: All in favor of the motion? Contrary? The motion is carried.

MR. DOWSETT. We come now to Resolution No. 19. That covers also Resolution Number 3 in the small paper. No. 19 reads:

"Whereas in certain instances the Public School Act provides that rural schools may pay non-resident fees for pupils attending another school for the purpose of taking Grade nine. In other instances that the parent or guardian must pay this fee. This leads to a lot of disagreement between the parties concerned. Therefore be it resolved that Grade nine be placed in the same standing as Grades ten and eleven and fees collected through the municipality.

MR. DOWSETT: Probably some of you know that Grade 9 used to be in the same category as Grades 10 and 11. This motion asks that Grade 9 be placed back where it used to be.

This resolution has been moved and seconded. All in favor? Contrary? Carried.

MR. DOWSETT: We will now take Resolution No. 4 on the small sheet; it is moved by Mr. Marion, and it reads: "It might be wise to seek the imposition of a sales tax to secure greater revenue for Schools."

MR. MARION: This suggestion that we submit to the Convention for their approval is one for which a special committee of the Legislature was appointed at the last session, that will enquire into the administration and financing of schools. They have asked the Executive to prepare a brief which will be done before long. The suggestion in the resolution has been approved, and I had always in my mind, and still have, that the land is too heavily taxed. It cannot carry the burden of taxation imposed on it at the present time. We have to have recourse to some other system of taxation. The sales tax in Saskatchewan brings in a revenue of over three million dollars, and I am informed that that special tax reaches about sixty per cent of the people who are not paying any taxes at all. Figures from the Municipal Commissioner of Manitoba show an enormous amount of arrears in taxes. That in itself is a proof that the land is too heavily taxed—when you find such a fabulous sum showing as arrears of taxes, and see the land being abandoned. This proposed tax may be called a nuisance tax but if it brings you something and relieves your land it is worth while to be bothered with it. In the past such proposals have been always tabled but if we are going to do something here is a suggestion which will certainly relieve the land from taxation, and I am greatly in favor of such a tax being imposed.

MR. DOWSETT: The resolution has been moved and seconded; all in favor? Contrary? Carried.

MR. DOWSETT: The next resolution is No. 5 on the small paper, to be presented by Mr. Fitton; it reads as follows: "That the well-being of our country depends on the 'Enterprise and Culture' of each and every member of our Commonwealth. Therefore the development of 'Enterprise and Culture' should be the fundamental thought in the programme of Education. Also we believe that the instructional costs of education should be the responsibility of both the Federal and Provincial Governments."

MR. FITTON: I think we all agree that the present system of school financing is unsound. We have been told at this Convention how bad it is. We talk about the equality of educational opportunities but such a thing is impossible in these poor districts. The people there cannot provide an adequate education for their children. Whenever we have come to this question the money problem has been raised. It is a great pity that a national crisis has to come to prove that money can be provided when it is needed. We are raising money today to fight a war, and in such vast amounts that figures have lost their meaning. We accept taxation and rationing without a murmur. Why can't we get money? Don't say "We can't get the money." Canada is not bankrupt. We are saving more money than at any time in our history. I venture to say that everyone in this hall has Victory bonds, savings certificates or stamps. Thousands are enjoying a higher standard of living. We have lots of money. The Government of this Province made a profit of nearly three million dollars from the sale of liquor in a year; nearly four dollars per head for every man, woman and child in Manitoba. The Government is subsidizing butter, tea and coffee. How about subsidizing the school kiddies? Are they not worth it? I maintain that education is not a local problem. We are educating our boys and girls not for any particular district but to be Canadians, and when the Government wants them they call for them and get them, and it is their responsibility to see that education gets the first chance. Education should be placed where it belongs and we as trustees should see it kept there. We talk about a "new deal"; let us fight for a "new deal" for the school kiddies. This can be done. We should not be satisfied until every child is provided with an adequate education, and I submit that provision should be made for the poorer districts by the Federal Government. We talk about building a new world; that will depend largely on the boys and girls in the world today. If Canada is to keep her place these young folks should be fitted to bear their part.

MR. SIMPSON: I think we are pretty well in agreement with Mr. Fitton. I hardly think he went far enough. Whenever we have approached the Federal Government in regard to the matter of receiving aid for education they have passed the "buck" back to the Provincial Government, pointing out the provisions of the British North America Act where education is stated to be a matter for the Province. I suggest, if I am in order that a resolution should be passed revising the British North America Act.

MR. DOWSETT: The resolution No. 5 on the small paper has been moved by Mr. Fitton, and has been seconded; are you ready for the question? All in favor? Contrary? I declare the resolution carried.

MR. DOWSETT: We now have Resolution Number 8 on the large paper "Whereas the present salary for a one-roomed school secretary is deemed rather low for duties which have to be performed, and whereas costs of living and individual tasks have increased, Be it resolved that the salary

of one-roomed school secretaries be increased from \$25.00 to \$35.00." This has been moved and seconded. All in favor of the motion. Carried.

MR. DOWSETT: The next resolution is No. 7, as follows: "Whereas high school students were not allowed to start their school year until September 15th and that many of them and a great number of the primary grade children, especially boys, did not begin their studies until October 20th on account of their help being required for grain and sugar beet harvesting. Be it resolved that in future all children of the secondary and primary grades be compelled to resume their school year not later than September 1st of each year." This has been moved and seconded.

A DELEGATE: This resolution does not need much explanation. I believe it was the consensus of opinion that the plan was not a success; the results obtained were out of proportion to the losses by the children. I believe that our Government or our Selective Service should find a better way of helping out our farm requirements than the plan of taking children from their studies.

Resolution is declared carried, but a standing vote is taken, and later a count is taken. Resolution is again carried—169 to 146.

THE CHAIRMAN (Mr. Cameron): Now the next matter to be decided is No. 6 on the special order paper. Mr. Dowsett has a resolution with respect to scholarships as pertaining to the aid that is given to equalize the opportunities of education. The Minister spoke on this.

MR. DOWSETT: I move that this matter be included in the brief of the Trustees' Association to the Special Committee of the Government. This word "scholarship" is a kind of a misnomer; it should be "bursary." Your Executive are of the opinion that these scholarships or bursaries are a step in the right direction. We feel that we should put all the pressure we can on the Government to extend these helps to education. A lot of young people are benefiting by the scholarships; they had splendid results. I would like the Association to go on record as asking that the bursaries be extended. It is a system that has been largely adopted in the old country; the chances of the children are equalized. I have great pleasure in moving the adoption of this resolution.

MR. CUDDY: I congratulate the Department of Education for adopting this system of bursaries. We hear a lot about equal opportunities of education, and we are in sympathy with the idea and agree with it. This is one medium where we can do something towards the matter. We know that before the Department adopted the plan of bursaries there were very few students from the rural communities. I endorse the furthering of these bursaries.

THE CHAIRMAN: It has been moved and seconded; does anyone else wish to speak on the matter of bursaries? All in favor? Contrary? The motion is carried.

THE CHAIRMAN: Regarding Resolution 10 at our last Convention which dealt with the matter of sick pay for teachers, we now have a new report. The problem has been re-stated to the Government and Mr. Cuddy has the reply.

MR. CUDDY: As the Chairman stated you had a resolution at your last Convention regarding accumulative sick pay. We had a reply from the Minister and consequently that resolution was dropped. During the year we were supposed to have taken some action but we did not get around

to that problem. I don't know whether you want the resolution that was brought up last year to be read now. I think most of you remember it. The Minister said he would call together a committee from the Trustees' Association and from the Teachers' Association to work out an agreement to have this Act amended, and failing that, the Department would take the responsibility for amending it. That meeting was not held. The position now is, that we agree that some change should be made and that a meeting of the Liaison Committee will be held to work out an agreement to change the Act, and failing such an agreement the Department will take the responsibility for amending the Act at the next session of the Legislature. That is all we can do.

Session of Wednesday afternoon, January 21st, 1943, adjourned.

9.45 a.m., Thursday, January 21st, 1943.

THE CHAIRMAN: Will the Convention come to order, please. Now the question drawer is the first item on the agenda. That matter is being conducted by Mr. C. K. Rogers, Superintendent of Education, and I will call upon him.

MR. ROGERS: We have the usual batch of questions this morning and in line with the practise of the last two years we have distributed these among the members of our Department, who will be responsible for the answers touching his particular work. The first question I have is: "Is it possible for a School Board to receive a copy of the Chilliwack plan?"

Answer by MR. ROGERS: I shall be glad to see that any School Board writing in for a copy of that plan gets it. The Chilliwack plan was presented the other day at the Secondary section, and is particularly interesting to trustees.

MR. ROGERS: The next question: "Did the Teachers' Society place minimum salaries next year at 900 dollars for one room, and 1,400 dollars for principals?" "If the demands are made does the Government intend to assist with this burden?"

Answer by MR. ROGERS: I looked over a number of the salaries and know that the salary this year is about 811 dollars on an average for qualified teachers. I went over a dozen of the one-room high schools and the average is 1,250 dollars, so that 1,400 would not be out of line for the principal's salary at a two-room high school. A great many stenographers with Grade XI at the most go out after six months' training and get eighty dollars a month. Now I don't see how we can get away from paying teachers 75 dollars a month when they can easily get employment in business at more than that with less time taken in training. I am not in a position to speak for the Government in the matter of assistance in payment of salaries but I do know enough about the financial situation of the Province to say that there is little chance of increase in grants. Equalization grants will affect a great many schools.

MR. ROGERS: The next question is a good one. "How is a young trustee to go home from the Convention and get the old gentleman on the Board to spend a little extra money on education, after thirty years of seeing how cheap he could run the schools?"

ANSWER: I suggest that you have to do some education at the election because the old gentleman cannot keep on his course unless the electors let him do it. Might I suggest that an excellent organization is the Home

and School Organization. It is getting on a very sound basis in the Province. Anyone interested can get all information from Mr. R. J. Johns who acts as Secretary.

MR. ROGERS: The next question is: "Is it correct that Grade 12 students taking six weeks normal school were advised to ask 800 dollars, by the Department?"

ANSWER: That is not correct; we place them all at 700. There were a few exceptions such as a girl having to go to the far North. With that expense of travelling we made an exception. We also made exceptions in two or three cases where a district charged a girl 25 dollars for board out of 75. We did agree that a girl who was being charged 25 a month should get more than 700, but the exceptions were not more than half a dozen.

MR. ROGERS: The next question is: "Why does the Government discriminate between continuation schools and one-room high schools in the matter of grants?"

ANSWER: Well, frankly, we do not feel that there is any discrimination in the matter, but I think the gentleman who asked that question is entitled to an answer. The secondary grants which are considerably above the legislative grants are for carrying on secondary education. We have given this matter a great deal of thought and feel it is not possible for a secondary school to do justice to the pupils if required to take on more than three grades. A few years ago the Trustees' Association asked that some consideration be given to centres which could not confine secondary work to 9, 10 and 11. It was finally agreed that a type of school called continuation schools would be set up with smaller grants in which Grades 7 and 8 would be taken with 10 and 11. We did not think it possible for a teacher to do efficient work in the school when responsible for grades 7 to 11, and we would not think it advisable to encourage any school district to think this could be done. I am now going to call on some more members of the Department who have questions.

MR. A. A. MacDONALD: I have just a few questions here this morning. The first is with respect to attendance: "In our school we have a lot of trouble with the irregular attendance; what would be the first steps to take in this matter?"

ANSWER: I don't know whether this is a school employing three teachers or whether less than that are employed. If the school employs three or more you have a local attendance officer. This should be reported to the local attendance officer and he should take the necessary action. There is no difficulty in securing convictions. If you are not employing three or more teachers the Act requires the teacher to report to the Department, and we take the necessary action to see that the children attend regularly. If that case is reported to us we make an effort to see that they attend regularly.

The next question: "Does sub-section 1 of Section 140 amended admit a boy or girl to a union or consolidated school if such school is located outside their own school district?"

ANSWER: According to the School Act every child may attend the nearest school regardless of residence; that applies to a consolidated school as well as any other. The Act was amended last year with respect to towns and villages. There was some question but the Act is very definite now.

They must be admitted to that particular school. In the case of a consolidated school I don't think the school would be responsible for transport.

The next question deals with Section 140 of the Act and the same answer applies: If a child attends another school district rather than their own school they are permitted to attend without fee.

The next question: "Can a school board tell a teacher that his services will no longer be required if there are complaints from the ratepayers? We hired this teacher after New Year and have not signed a contract?"

ANSWER: While the contract may not be signed that school board has agreed to accept the teacher, and they must keep the teacher until the end of the year. They can give notice prior to the first of June or the first of December to the end of the month but they cannot terminate the contract at any other time—either the end of December or end of June.

The next question: "A rural one-room school closes its doors owing to insufficient pupils. The following year a family with six children of school age settled in the district. Rather than have the school opened they were sent to a neighboring school although in reality out of their own district. Can the district to which the children at present are going collect any charges from the district with the closed school?"

ANSWER: That comes under section 40; that is the only school available. The school that is closed, however, can pay some of the cost of that education. There is this to remember: in a case of that kind where the schools are in the same municipality the ratepayers of the school that is closed actually are paying some part of the education for the children in the school in the matter of the general levy. The general levy is not paid to the closed school and that general levy is collected over the whole municipality; therefore they can make some contribution.

Those are all my questions.

MR. ROGERS: Mr. J. E. Millard, the accountant of the Department and secretary of the Teachers' Retirement Board has some questions.

MR. J. E. MILLARD: My first question is: "On the return of the legislative grant please explain the two items 'Text books \$10.00; Book Bureau, \$10.00'."

ANSWER: I would have been much better able to answer this question if the party had signed his name or given the name of the school district. I presume this refers to the stub on the cheque for the grant. Quite a number of districts buy books or other materials that are sold by the Text-book Bureau and charge them up against the grant. The Public Schools Act also provides that library books to the extent of ten dollars per room shall be purchased by the Department supplied to the schools and charged against the legislative grant. I expect that in the case of this particular district certain books have been ordered against the Book Bureau amounting to ten dollars and we have also deducted the statutory amount of \$10.00 for the library books supplied. If the party who wrote the question will give the name of the district we will be glad to give further particulars.

The next question: "Why were the teachers' contracts changed to twelve monthly cheques instead of ten, and what benefit is it to them?"

ANSWER: The change last Fall was due to income tax returns. The Department of Education in collaboration with the Dominion income tax authorities went to a great deal of trouble to obtain as accurate information

as possible which was sent out in the form of a circular letter. I have some copies that can be supplied. This information later was published in the Manitoba School Journal, in the October issue. In our article in the Journal and in this letter we took the example of a salary of 750 dollars and showed how it worked out on the basis of ten payments and again on the basis of twelve. On the ten months basis a teacher pays \$3.50 a year, and on the twelve payments only 25 cents a month or three dollars a year. I think that answers the question as to what benefit it was.

The third question is: "When a teacher is eligible for a pension and is no longer efficient is it the duty of the School Board to see she is pensioned; if it is their duty what procedure do they adopt?"

ANSWER: First of all any contract may be terminated with any teacher as was indicated by Mr. MacDonald by giving proper notice. In the matter of seeing the teacher gets a pension, the teacher who desires a pension may make application to the Board dealing with the fund, and if the application is in order the pension is granted. I would like to remark on this particular question that a number of schoolboards have unconsciously got into a very awkward position, and I think a few remarks in this connection would be helpful. I have in mind a case which occurred in the depression period. A school board decided that the teacher should be retired and I believe they had a local regulation of their own which did not necessarily agree with the regulations of the Teachers' Pension Fund, and this teacher was given notice with the assurance, by the Board, that she would automatically receive a pension. It happened however, that the teacher had put in part of her service in another province and was not necessarily eligible for a pension. It developed later that the teacher was able to establish disability, and having more than twenty years' service she qualified for a pension, but it might easily have happened that she would not be qualified on disability, and not having enough service might have been left high and dry, as you might say, with no prospect of obtaining a pension elsewhere. May I say that when a situation such as this arises, and it does not arise over-night, the Teachers' Pension Board would be only too pleased to co-operate with any school board and give the necessary particulars, and state how that teacher stands, before the time comes when notice must be given according to the terms of the agreement. That is all I have this morning. Thank you.

MR. ROGERS: Now Mr. W. G. Rathwell has some questions.

MR. RATHWELL: I have two questions for you this morning. The first is: "How many grade XI students are teaching in our schools at this time?"

ANSWER: I think it might be of interest if I gave you the complete picture: There are 291 Grade XII students who received six weeks special training and are now in our schools. In addition there are 171 Grade XII students who did not receive such training and who are teaching in our schools; and 108 Grade XI students in charge of schools, making a total of Grade XI and XII students of 570 in the schools of the Province.

The next question: "What are the educational qualifications necessary for a principal of a two-roomed consolidated school?"

ANSWER: I presume this question refers to a two-roomed high school. In order to secure a certificate for this a person must hold a University de-

gree, take normal training, and have two years successful teaching experience in high school work.

MR. ROGERS: We now have Mr. C. J. Hutchings, the director of correspondence education for the Province.

MR. HUTCHINGS: I have one question and it is rather a question on administration than the work of the correspondence branch: "A rural school with an enrollment of 27, with three pupils from outside districts receives orders from the Inspector of Schools to have Grade IX pupils to take correspondence classes; can the Trustees refuse to allow the non-resident pupils to attend so that Grade IX can be taught without correspondence courses?"

ANSWER: I think that Mr. MacDonald has answered that question. Section 140 of the Public Schools Act definitely states that if there is accommodation non-residents must be permitted to attend the school nearest to their residence. If there is any matter of a dispute the Inspector must be consulted and his decision will be accepted. There is a mistaken impression that the Inspector limits the teaching programme entirely by the number of pupils on the roll, but there are many other determining factors. In this case it would imply that there are 24 pupils attending and the Inspector allow Grade IX to be taught. Section 61 of the Public Schools Act leaves it entirely to the discretion of the Inspector as to whether or not Grade IX will be taught.

MR. ROGERS: We have now Mr. W. G. F. Brisbin, Administration Inspector.

MR. BRISBIN: The first question that I have here is really not covered by anything in the School Act; it is more a matter of meeting procedure than anything else: "At the annual meeting of the ratepayers has the Chairman the right to move or second a motion in regard to the election of a trustee?"

ANSWER: The chairman at the annual meeting is not the chairman of the school board, and the Act definitely sets out That no member of the Board or the secretary-treasurer shall be elected to be chairman of the annual meeting, but the point in question is this: as to whether the Chairman if he is elected has the right asked for in this question. The answer is that the chairman has only the right to vote in case of a tie; he has no other vote.

MR. BRISBIN: The next question is: "How much money can a school board save up in the bank if they intend to rebuild the school in the near future?"

ANSWER: This is a matter of reserve, not for current expenditures which you are allowed to build up to a maximum of sixty per cent of the amount required for current expenditure of any one year but rather to building expenditure, and this is covered very fully in Section 186 of the Public Schools Act, and you may, to create a reserve fund for building, under this section of the Act, pass a by-law if the same has been assented to, of course, by the ratepayers at the time of the annual elections in the municipality, and you may add to the school levy one mill for that purpose annually for a period specified in the by-law.

The next question is: "What can a school board do if the teacher is missing school through such matters as bad weather, late trains and other circumstances; can the Board deduct the teacher's pay?"

ANSWER: Of course there are varying circumstances. I take it that this question refers to cases where the school is not open for the day at all. We cannot pay a legislative grant for days on which the school is not operating. If perchance the train was late or for some other reason the teacher is unable to get to the school at the required time, but the school is open for the day, then it is quite within your right to count that a full day, and we will pay the legislative grant on that. I mean there are certain circumstances under which you, as trustees, and we, as a department, should exercise something in the way of judgment as to the legitimacy of the reason for which the school was not open. We can pay you the grant for the days on which the school is open and operated and therefore it is only fair that you should pay the teacher.

Now Question 4: "When is the municipality to pay over to the School Board the special levy?"

ANSWER: Special levies come under the same section as the other levies your municipality is levying now. Your requisitions are going into the monthly council and it says that "the special levy shall be paid per month as collected" but it must be paid in full by the 31st of January next following. However, it is within their rights that they make monthly payments of the collections made, to you, each month. That is, they only pay over that portion which is collected.

I have another question here—Number 5: "Can a school board collect from the municipality when the municipality has overcharged the tax payers on the special levy?"

ANSWER: A special levy, as you know, is a levy on the district itself that pertains to the particular school district. Where the levy has been overcharged, whether it has been too great or not, if the municipality collects that levy which has been made on behalf of a particular district it must be paid over to that district.

The next question: "How much money would it take to guarantee our teachers a salary of one thousand dollars, in addition to the assessment?"

ANSWER: I am not quite clear as to whether the asker of the question means how much would it take on a basis of increasing the levies to the extent where we could pay a minimum salary of one thousand dollars, or whether it means: how much would it take in the way of a Government donation. I am assuming it means government funds given to the school districts. The annual average salary for teachers, outside the City of Winnipeg, was \$807.40. That average would be much lower but it includes high schools. To bring this salary up to 1,000 dollars, approximately a 200-dollar increase (there are between 3,400 and 3,500 teachers) it would take in the neighborhood of 680,000 dollars.

MR. BRISBIN: This next question is one that I feel you people should answer rather than I: "How are we going to get equal educational privileges for all when each little local school is largely regulated and controlled by school boards whose breadth of vision is largely accidental?"

ANSWER: That is something that I hope you will not hold the Department of Education responsible for. That question is pertinent to more than school boards. After all, education in the times in which we are living is a complicated matter. There are greater and more tremendous problems constantly being presented to us, and we have of necessity to equip ourselves and to accelerate our thinking, and broaden our vision to the point

where we are going to be able to meet these problems. It is agreed that there is a greater breadth of vision in some areas than in others; there are a great many reasons for that. One is a matter of contacts. The breadth of vision we experience is pretty much a matter of the contacts we have made; the exchange of ideas, and the viewpoints which we have got from those with whom we have been associated. Your Trustees convention right here is one of the finest mediums for widening that breadth of vision.

MR. BRISBIN: Now I come to the last question: "In the matter of equalization grants, what part of the whole amount set apart for this purpose has been disbursed, and when will the remainder be released?"

ANSWER: I may say that it was the hope of the Department to have released the equalization grant made to school districts long before this date. To those districts that have written in we have made an explanation. We do not have the funds in the Department of Education. All we do is to advise a release and it is up to the Provincial Treasurer to grant it. The Department of Education has to account for a just and wise expenditure of the amount voted and when a final check of the figures was being made prior to the release of the grants it was found that there were some discrepancies in the figures supplied to us by the municipalities, and the Controller's Department refused to release any payments until it was checked. It is hoped that a final check will be made by the end of the month. Comparatively little has been disbursed up until now. The remainder will be disbursed when the annual reports have been sent in. There is a letter regarding this last part of the question which is going out in the mail to every school district.

MR. ROGERS: Thank you Mr. President for that opportunity given us for coming here and discussing some of our problems.

THE CHAIRMAN (Mr. Cameron): I am sure you will wish me to express on your behalf sincere appreciation of the efforts of Mr. Rogers and these other officials that have come with him and given comprehensive answers to very difficult questions. (Loud applause).

THE CHAIRMAN: I only have one or two observations to make on what has been said. The replies of the departmental officials are very technical; they have to safeguard their own interests, of course. For instance Mr. MacDonald spoke about getting attendance. You can easily understand by looking at his face that when he says a boy has to go to school the boy goes to school. It is rather different with the unfortunate School Attendance officer; there are complications in his work. Many times it is undesirable that he should prosecute. It is better to be diplomatic. My suggestion is to urge co-operation between the trustees, and the teachers and the parents. Going to the Court should be a last resort.

It has come to me from various sources that there is dissatisfaction with the results of the election of the Executive. Some people feel that their organization or their district has been overlooked in the way of not gaining representation on the Board. I will say that it is unfortunate but that matter was settled definitely when we were framing the Constitution. After a lot of argument it was decided that the Board would be elected from the floor of the Convention without regard to any particular section. Your Constitution is such that that is the order of the day. I hope that the suggestion that there are people who would withdraw their support from this organization is something that has been spoken only in the heat possibly of anger.

MR. DOWSETT: According to our Constitution no resolution can be presented unless it comes through the Resolutions Committee. Three or four new resolutions have been placed in my hands which were not handed to the Committee. It will be for you to decide whether they shall be brought before the Convention.

Now we will take Resolution Number 5 on the big paper which reads: "Whereas there exist in the Province duplex school districts which in better times had been formed from two one-room districts and which now cannot qualify to operate a one-room high school from lack of pupils. Therefore be it resolved that in the event of any rural two-roomed school district not having sufficient pupils to entitle it to operate a one-room high school, that the Department grant them similar privileges in regard to enrolment as if there were two one-room schools in the area."

A DELEGATE: I move the resolution.

MR. DOWSETT: It is moved and seconded. Anyone speaking to this motion?

MR. MAGNUS (Cloverdale): As you know, this resolution deals with rural two-room school districts. The two-room school is a minority group in the Province. I believe there are 125 rural two-room schools while the majority of the delegates come from the other kind of schools and they may not be interested, but I appeal to you to give it due consideration and support. The resolution asks that these two-room districts be given the same consideration as two one-room districts would get. Now as we are advocating an equal opportunity for the rural part of Manitoba, which is a difficult problem to solve, I think that supporting this resolution would be one step towards giving the rural districts an opportunity to proceed in the right direction, and on behalf of the two-room schools I respectfully suggest that you trustees endorse this resolution.

MR. DOWSETT: The resolution is moved and seconded, and there appears to be no one else who wishes to speak on it. All in favor of the resolution? Contrary? Carried. It was a very small vote.

MR. DOWSETT: We now have Resolution Number 6: "That our teachers be given thorough instruction on Fire Drill for rural schools, in their normal training."

MRS. MANNS: In moving this I would say that we find in rural schools our teachers have not been given sufficient training in fire drill so as to be able to instruct the children along these lines.

MR. DOWSETT: That resolution has been moved and seconded; all in favor? Contrary? I declare the motion carried.

MR. DOWSETT: Now Resolution Number 9, about tire rationing; is the mover here? No mover responds so we must pass it up.

The next is Number 10, regarding the four-year high school plan. Any mover here? Nobody here so we must pass it up.

MR. DOWSETT: Now we have Resolution Number 11, which reads: "Resolved that the Government be asked to repeal amendments passed in 1942 to the Public Schools Act, namely: Sub-section 1 of Section 140 without fee in Grades I to VIII inclusive, etc. and paragraph (1) of Section 179 Subject to sub-section 1 of Section 140. The Public Schools Act has already enacted that no fee can be charged between rural schools that operate under a General Municipal levy when one is closed owing to the number of pupils

being below five, but the amendments above noted make a distinct grievance to a village school operating under a special levy."

MR. DOWSETT: That is moved and seconded; does anyone wish to speak?

MR. R. W. BEAMISH (Shoal Lake): We had difficulties in our school which is an incorporated village school and we operate on the special levy. In this case we did not get the general levy, and we have two schools adjoining our district which are closed, and we have approximately sixteen pupils attending from there. Under normal conditions we are not charged for those. The Department has allowed one of the districts a grant for the coming year, and we are supposed to get a certain amount of it. Mr. MacDonald tried to tell me that we all got the general levy but I pointed out to him that we did not, and he seemed to state that we should come in the same as the Winnipeg School District which operates on a special levy. However, I think it should be stated a little clearer in the Act as to what position we are in.

MR. DOWSETT: All in favor of the resolution? Contrary? I declare the motion carried.

MR. DOWSETT: Now we have Resolution Number 12—to extend a permit to a teacher to continue teaching without proceeding at once to take her normal training. Is the mover here? Nobody is here to move the resolution so we must pass it up.

MR. DOWSETT: The next is Resolution Number 13: "Resolved that the Provincial Government be made responsible for the medical inspection of every school child in Manitoba." That is moved by Mr. Hacking of Petersfield, and it is seconded.

MR. HACKING: I was not down to move this resolution but I would not like it to go by the board for want of a mover. We have a responsibility as trustees not only to look after the education of our children but to see that they are as medically fit as we can make them. In my opinion a school nurse is not sufficient to take care of our needs. I am pleased to have the opportunity of moving this resolution.

A DELEGATE: In seconding this I would say that our municipality did appoint medical supervisors to go around and see the schools but they did not always do what they were supposed to do. It has not been satisfactory. I concur with the mover; I think the Provincial Government should see that the lives of our children are safeguarded to that extent. They should have periodical visits from a well qualified doctor. I think it is a good resolution and I think we should support it.

MR. SIMPSON: At the Union of Municipalities convention there was presented by the Department of Health and Public Welfare a scheme which provided the periodic inspection of schools and gave a schedule of rates to be adopted by the Municipality for the health officer in order that this work might be accomplished. The resolution here does not do any harm. I think that possibly what it seeks is about to be put into effect by the Government of this Province.

A DELEGATE: While I am in favor of a medical inspection I am against the statement made about the nurses. We have a public health nurse and our children are better examined than before. We have a lot better service than we had with a medical doctor.

MR. DOWSETT: I will read the resolution and I would like to remind you that any discussion about the nurses is out of order.

MR. FRENCH: I don't want to take up your time but this is a most vital resolution. We went into the system of a municipal doctor last year and at that time he said that his first job would be to visit every school child in the municipality. This is the best resolution yet.

MR. DOWSETT: All in favor of the resolution? Contrary? The resolution is carried.

MR. DOWSETT: We now have Resolution No. 14: "Resolved that the Provincial Government take all responsibility to pay the teachers' salaries in Manitoba." That is moved and seconded.

MR. JAMES RIDLEY: Coming events cast their shadows before. I may say that this resolution does not conflict with any of the sentiments of the speakers at this meeting. We must as trustees try to come in contact with more liberal thinking. All these old things that we knew in the past are passing away, and we have to work and shed our minds of a lot of this obsolete thinking, and I think today it has a good start. When we pass a resolution we know that it does not immediately come into effect; we know that certain changes are going to be made. At least it is a start, and I have found that sometimes we are afraid to make that beginning. I would like that we should go on record to ask the Provincial and Federal Governments to assume the cost of educating our children. This country has unlimited wealth; it is just a matter of being able to take it in our own hands and utilize it, and I like to think we could pass this resolution today.

MR. DOWSETT: All in favor of the motion? Contrary? It is carried.

MR. DOWSETT: We now come to Resolution No. 15, which reads: "Whereas in our opinion the future success, happiness and security of our people are directly dependent on maintenance of their good health, and whereas medical and dental care and hospitalization is now provided for by our Dominion Government to all men and women serving in the armed forces. Therefore be it resolved that this convention go on record in favor of a scheme of State medical and dental care and hospitalization, and that our Provincial Government take necessary steps as soon as possible to commence negotiations with our Dominion Government to set up such a scheme to provide medical and dental care and hospitalization, available without charge to all children not over the age of eighteen years, and to their parents to be extended as soon as possible to every citizen of our Dominion and that a copy of this resolution be forwarded to the Hon. James McLenaghan, Minister of Health, and the Hon. Ivan Schultz, Minister of Education for the Province of Manitoba, and to our Premier the Hon. Stuart Garson."

That is moved by Mr. Lyle of McGregor, and is seconded.

MR. LYLE: I realize I have not the time to present that motion as it should be presented. If you want to make some contribution to the new order let us relieve our returned men and our citizens from the anxiety caused by high medical bills.

A DELEGATE: As the seconder of this motion, I would like to bring this matter up as a Dominion issue. The mover has pointed out how beneficial this resolution could be and I would ask you to support it.

MR. DOWSETT: All in favor of the resolution. I declare the motion carried.

MR. DOWSETT: The next resolution is Number 16: "Whereas in many rural schools pupils are not being taught the art of singing; this being an important item in our school curriculum. We therefore ask our Department of Education that this art be given more consideration in our normal school to assist our teachers." That is moved by Mrs. Manns and seconded by Mrs. Rorke.

MRS. MANNS: We are finding that many of our young teachers are not giving the art of singing the attention that is due to it. We cannot all sing but we can try. It would be very beneficial if a love of this art were instilled in our children particularly those in rural areas who are surrounded by the beauties of nature.

MRS. RORKE: I want to voice my support of this resolution very strongly. It is very much needed. Our teachers should have in mind that one of their duties is to help our children to sing.

MR. DOWSETT: Anybody else speaking on this?

A DELEGATE: I would like to add a few words. There are some teachers who have not very much musical ability. I would suggest that every teacher should be compelled to learn to play a musical instrument, and the foremost instrument would be, in my opinion, the violin. This instrument should be in every school.

MR. DOWSETT: All in favor of the resolution? Contrary? I declare it carried.

MR. DOWSETT: The next resolution on the paper is Number 18 asking for a change in the date of the Convention. I declare that motion out of order. The Constitution says it is the duty of the Executive to choose a date, arrange a programme and make all arrangements for the Convention.

The next three resolutions—20, 21 and 22 were handed in by the Consolidated Section. We will proceed with these three. Number 20 reads: "That whereas the cost of living and increases in cost of labour has advanced, and whereas the cost of driving vans has increased, we ask the Department: to raise the proportion for driving vans to 40 per cent of fifty cents a mile in place of the present rate of 35 cents a mile." That is moved by Mr. James, and is seconded.

MR. JAMES: I think you should give this your consideration. It is claimed that it is impossible to get anybody to drive in these days of rising costs. I think we should do what we can to help them out.

MR. WEBBER (Manitou): Our schools have got away from using the large van and are using cars at quite a high cost. Our school is paying eighty dollars a month for driving cars and trucks. The cost is high and this rate has not been raised for some time. We feel that it is coming to us now that we have to pay so much higher a price.

MR. CUDDY: As chairman of the Consolidated Section I listened to the discussion of this resolution. One of the reasons for voting for the Consolidation was that we were promised 50 per cent of the cost of driving vans. That has been reduced to 40 per cent and 35. A lot of districts are having to pay 50. We cannot get drivers so we are going to have difficulty. This resolution was passed last year. You know the reply. The Minister

says that if you keep at it and keep at it long enough you will receive it, and that is why we returned with it.

MR. DOWSETT: All in favor of the motion? Contrary? Carried.

MR. DOWSETT: Resolution Number 21 is the next: "Resolved that more consideration be given to horse drawn school vans in regard to rubber."

A DELEGATE: The Provincial Government has approached the Rubber Controller and so far has received no consideration. We don't know where we shall get the tires to carry on. I suggest that you support this resolution.

A DELEGATE: The rubber tires are much superior to the others as far as riding comfort for the children is concerned; so much easier in riding. We can no longer get repairs for the old style wheels. Rubber tires are a necessity for these vehicles.

MR. DOWSETT: All in favor of the motion? Contrary? The resolution is carried.

The next is number 22: "Resolved that a Committee or Executive be appointed to investigate taxation of Consolidated Schools and study the question of high school levies throughout the municipalities." That is moved and seconded.

MR. CUDDY: I want this resolution to come before the Convention; it is a very important resolution to Consolidated Schools. I think you are all aware in Manitoba, especially in the rural parts, that it is the Consolidated that has raised the standard of education. Until we had them we could not go above Grade 8 unless you could afford to send a child away from home. The Consolidated raised the standard first to Grade XI, and in the majority of cases now to Grade XII. We are taking it for granted nowadays that our children can receive Grade XI and Grade XII; that is all to the good. In rural schools last year the Government allowed that if you have a tax of over twelve mills the Department will give you assistance, but not so the Consolidated. The Consolidated Schools we know are paying the shot, in plain language, for high school education for the rural parts of the Province. The reason we have not made too much complaint is that we are interested in education and intend to carry on although it is a heavy burden. We are asking that the taxation of Consolidated Schools be investigated.

MR. DOWSETT: Are you ready for the question; all in favor of the motion? Contrary? Carried.

That brings you again to the end of the list of Resolutions, and I thank you.

THE CHAIRMAN (Mr. Cameron): I would like very much for as many of you as possible to stay. The business is not finished by any manner of means. Mr. Marion is introducing a notice of motion which is very pertinent. I would ask for your consideration of this notice of motion.

MR. MARION: I have the following notice of motion. I give notice that at the Convention to be held in 1944 I will introduce a motion to amend Article 5 of the Constitution by increasing the number of directors from eight to ten. As I told you a while ago, Mr. Chairman, there have been complaints about the election of yesterday. Now if you have two more members of the Executive to elect perhaps these people will have a chance to elect their own.

THE CHAIRMAN: I presume no-one wants to speak; it is not debatable.

THE CHAIRMAN (Mr. Cameron). I now have a very pleasant duty. From time to time for services rendered the Convention has appointed certain members of your Association to be life members. We always regard the bestowing of a life membership on any particular member of this Association the very highest honour that can be given to him. From any Association that is a very high honour, in our opinion. There was no token ever given, or certificate, to show that the honour was conferred, and consequently it was thought fitting to have certificates at this Convention and hand them to the life members that were already appointed. It is unfortunate that in two instances the gentlemen did not have public acclaim or the conferring of the certificate in public. That was a responsibility of the Association that was apparently overlooked. We are trying to remedy that fault and I would ask that those persons, and those representing those deceased come forward and receive their certificates.

The Chairman presented certificates to the following, giving some particulars of their services:

Mr. J. E. Herriott, Pigeon Bluff.

Dr. William Iverach, Isabella.

Dr. H. N. Macneill, Dauphin.

Mr. S. H. Forrest, K.C., Souris.

Mr. J. A. Marion, St. Boniface.

To the representative of

Robert Houston, Starbuck, now deceased.

Mr. W. H. French, Stony Mountain.

To the representative of

George Anderson, Dugald, now deceased.

Mr. C. Wiechman, Treherne.

THE CHAIRMAN: Dr. Fletcher, the former Deputy Minister of Education in this Province who served this body extremely well has a great regard for school trustees and their work. It was thought fitting by this Executive at this Convention to have his election as a life member made at this time, and consequently with your approval I would deem it an extreme pleasure if I could so move, on behalf of the Executive, and get a seconder from the floor of the Convention.

A DELEGATE: I have much pleasure in seconding that.

THE CHAIRMAN: It is regularly moved and seconded that Dr. R. Fletcher become a life member of this Association. I would like a unanimous vote on that. All in favor? Carried unanimously.

THE CHAIRMAN: You will remember that we had messages from Dr. Iverach and Mr. Forrest explaining why they could not be here.

The recipients of life membership certificates individually return thanks. Representatives of those deceased also return thanks.

THE CHAIRMAN: A notice has been received by me that Mrs. D. G. Hales, wife of the former principal of Birtle Normal School, died on Tuesday. Might the Convention send a message of condolence to Mr. Hales and his daughter?

It is moved and seconded that a message of condolence be sent.

THE CHAIRMAN: I see Dr. Fletcher is now in the audience. You are a little late Dr. Fletcher but we have reserved something very nice for you. I said many nice things about you a few minutes ago when you were elected

a life member, and I refuse to repeat them. This certificate represents the life membership bestowed upon you for valiant services in the interests of this Association, and in education generally throughout the whole of Manitoba.

DR. FLETCHER: Mr. President, Ladies and Gentlemen: May I say first that I have been sitting at the back of the room thoroughly enjoying myself watching some of my colleagues receiving this very high honour at your hands. For myself, some of you know that I have had some highly prized honours conferred upon me in my day, as a recognition of my work in education. No honour that I have received so far will be in my own mind considered higher than that which is now conferred upon me by you men and women with whom I worked for so many years, and with whom I had such harmonious relations. It is a great privilege to belong to this Association. I hope that the Association will continue to flourish and now that you have made me a life member I hope when the war is over that I shall be free to come around and chat with my old friends, and listen to your deliberations. I thank you very sincerely.

THE CHAIRMAN: There is one little business that Mr. Marion has to bring before you, and then you will be burdened with my remarks for a short time, and then I think we are — not at the end of the road, but we are going to have an adjournment until the Convention of next year, after you hear me speak.

MR. MARION: Mr. Chairman, Ladies and Gentlemen: I offer you a suggestion; I wanted to bring it in as a motion. I suggest that next year, at the next Convention, we should have all resolutions printed before the delegates are coming in. It was remarked yesterday that for the first resolution there was not ten per cent of the people voted for or against. The reason was that they did not have the resolution in time to study it. We have important matters and supposing that we get 75 per cent of the resolutions printed and distributed when you register you will be in a position to study them and vote intelligently. This way of distributing the printed resolutions on the second day, and pretty near the end of it, should be a thing of the past.

THE CHAIRMAN: Are you making that as a notice of motion?

MR. MARION: No; it is simply offered as a suggestion. I don't want to break the rule; I am a terrible man for that.

THE CHAIRMAN (Mr. Cameron): I am in a dual capacity; the order paper says "addresses by the retiring and incoming presidents." That is very bad luck because I am going to make the addresses—two addresses, but as usual Mr. Dowsett has stolen my subject so that I haven't much to say.

I was intending to review in some small measure what has been accomplished in this Convention that has not been accomplished before. The first thing that amazed me was the magnificent attendance of those people whom we all know are very very busy, occupied with their necessary duties of earning a livelihood in these trying times with the shortage of labor and so on. I know that everyone who was a delegate here came here at some personal sacrifice in the matter of time. Now that is appreciated by the Association and I am sure that others in the Province, particularly the children who appreciate the fact that there is a body such as this who in Convention

assembled spend the whole time unselfishly in trying to better the chances for success in life of the average child throughout the whole of Manitoba.

That may be in some measure self-praise but I do think that the work of this Association is a most unselfish task and should be the most highly regarded of any public service that a good citizen can give to his Province.

We were honored by an address by the Hon. Stuart Garson, our new premier. I believe he is sincere in his objectives, and regardless of what the Minister of Education said I don't think that Mr. Garson is only interested in educating his own two children, and I don't think it was Mr. Garson's idea when he appropriated, or allowed the appropriation through the Treasury Department of some three hundred thousand dollars to education in excess of the ordinary estimates that he was appropriating that amount of money to educate his two children. I think that he has fundamentally the right attitude towards education. We all know that there is a terrific drain on the public purse for all purposes but supposing they closed down all the Departments I do believe that Mr. Garson as well as other members of the Cabinet would realize the place of education, and I attribute that to the diligent effort of the Minister of Education. I think we can rest assured that Mr. Schultz will get just as much money for the practical purposes of education as he can possibly get. I would emphasize again the necessity for unity of purpose in any Association. We have our differences on the floor of this Convention but we do not go away with rancour in our hearts because we have got over our ideas and had them reflected in resolutions or implemented by legislation.

There is one point that has been stressed throughout our sessions—that we are working today and doing what we can in times of war to prepare for peace. That is the most important task that could be given to anybody. I heard the idea spoken of in this way the other day: that for every dollar that is appropriated for war in times of war there should be an equal dollar for our peace programme. I don't think it would be too much, and if we all came to that agreement the post-war programme or reconstruction would be comparatively easy. We have many programmes for money solutions but in many respects we have to adopt the practical side and I think it is a worth while suggestion to prepare for peace in a time of war—a reverse of the old adage—to prepare for war in times of peace. One is as true as the other. We cannot leave consideration of our post-war programme until the war is over; it can't be done. We shall have stark staring revolution if we don't do something in the way of preparing for these boys when they come back.

There is one little point I would like to mention. Through our deliberations we have been trying to see that the child gets a place in life. We have not considered to any extent what the child is going to say. Apparently we are going to have certain aisles that the child has to walk up. In my own case by fond parents hoped that I would go into the Church. You know as well as I do that that would not have worked out. The Church has lost nothing by my failure to enter its ranks. We should keep in mind that at a certain age someone should psycho-analyse the life of the child to see where his or her natural bent lies. The parents would no doubt have something to say up to a certain age. At 13 or 14 sometimes children do not want to go to school; that is the time when they should be made to go. We encounter difficulties; we have first of all to provide the facilities for edu-

cating a child, and then seeing that advantage is taken of the educational opportunities.

I am going to refer back to the subject of trustees. There must be some continuity of service so far as they are concerned. You have to be inoculated to do this service for school and education. I think that was well exemplified when we were presenting life memberships today.

We have been putting our viewpoint forward in our deliberations, and demanding this and demanding that, but there is a certain saturation point, and we have to exercise the spirit of tolerance so far as our sister organizations are concerned at least but I believe we can co-operate. All of us are working towards a common goal; and we are making progress; we are going to achieve success. At every convention I attend we have better order; our discussions and resolutions are becoming more profound without being too dreary.

There is one thing we all have to do if we are going to work in a democratic spirit for the welfare not only of our local community for the good of civilization — we have to eliminate from ourselves the spirit of selfishness. It is my belief that selfishness is the root of all evil. I will close by thanking you again for the real honour you have done me and the confidence you have placed in me by appointing me in my chairmanship for another year.

MR. CUDDY: I would like to move a vote of thanks to a retiring member of our Executive, Mr. Mitchell of Roblin. He has given of his time this past year to the Executive, and he has given his time for many a year to the work of education. I want to thank him for his work with us on the Executive. He has attended practically every meeting; we have respected his opinions and we have enjoyed his fellowship. We are sorry to see him go but we know that he will be back with us whenever there is a meeting on education. We hope and expect some day to see him again on the platform.

Vote of thanks passed by acclamation.

THE CHAIRMAN: There is one matter I omitted: according to the Constitution we must decide on a meeting place for the Convention next year. We can dispose of that quite readily because I don't know where we could get better accommodation than here.

A DELEGATE: I move that we meet in Winnipeg, and if possible in the Auditorium.

A DELEGATE: I second that.

THE CHAIRMAN: All in favor of the motion? Carried.
I hope that you will all be here again next year and bring your friends.
Convention is adjourned.

Proceedings close by singing of "God Save the King."

RESOLUTIONS PASSED AT THE 1943 CONVENTION**Resolution No. 1—Gladstone Regional Convention.**

That this Convention in session assembled goes on record as advocating the Incorporation of the Manitoba School Trustees' Association.

Resolution No. 2—Miniota Regional Convention.

That the Minister of Education be asked to make representation to the proper authorities to have the Teaching Profession classed as an Essential Service.

Resolution No. 3—Miniota Regional Convention.

That the Manitoba Government be approached in regard to stations CKY and CKX as to the commercializing of our Radio Broadcasting.

Resolution No. 4.

While it is true that many abuses of privileges can be overcome by asking for tenders; yet in the case of fuel for the average rural school it is usually purchased from the regular dealers at standard prices and only from 3 to 5 tons;

Therefore be it resolved that Section 135 of the School Act be amended to provide for the purchase of these small amounts of fuel needed at standard retail prices without asking for tenders.

Resolution No. 5.

Whereas there exist in the Province duplex school districts which in better times had been formed from two one-room districts and which now cannot qualify to operate a one-room high school from lack of pupils.

Therefore be it resolved that in the event of any rural two-roomed school district not having sufficient pupils to entitle it to operate a one-room high school, that the Department grant them similar privileges in regard to enrolment as if there were two one-room schools in the area.

Resolution No. 6.

That our teachers be given thorough instruction on Fire Drill for Rural Schools in their normal training.

Resolution No. 7.

Whereas high school students were not allowed to start their school year until September 15th and that many of them and a great number of the primary grade children, especially boys, did not begin their studies until **October 20th on account of their help being required for grain and sugar beet harvesting.**

Be it resolved that in future all children of the secondary and primary grades be compelled to resume their school year not later than September first of each year.

Resolution No. 8.

Whereas the present salary for one-roomed school secretary is deemed rather low for duties which have to be performed and whereas costs of living and individual tasks have increased.

Be it resolved that the salary of one-roomed school secretaries be increased from \$25.00 to \$35.00.

Resolution No. 11.

Resolved that the Government be asked to repeal amendments passed in 1942 to the Public Schools Act, namely: Sub-sec. 1 of Section 140 "without fee in Grades I to VIII inclusive, etc." and paragraph (1) of Section 179 "Subject to sub-sec. 1 of Sec. 140."

The Public Schools Act has already enacted that no fee can be charged between Rural schools that operate under a General Municipal levy when one is closed owing to the number of pupils being below five, but the amendments above noted make a distinct grievance to a village school operating under a special levy.

Resolution No. 13.

Resolved that the Provincial Government be made responsible for the Medical inspection of every school child in Manitoba.

Resolution No. 14.

Resolved that the Provincial Government take all responsibility to pay the teachers' salaries in Manitoba.

Resolution No. 15.

Whereas in our opinion, the future success, happiness and security of our people are directly dependent on maintenance of their good health, and whereas medical and dental care and hospitalization is now provided for by our Dominion Government to all men and women serving in the armed forces.

Therefore be it resolved that this Convention go on record in favor of a scheme of State medical and dental care and hospitalization, and that our Provincial Government take necessary steps as soon as possible, to commence negotiations with our Dominion Government to set up such a scheme to provide medical and dental care and hospitalization, available without charge to all children not over the age of eighteen years, and to their parents to be extended as soon as possible to every citizen of our Dominion and that a copy of this Resolution be forwarded to the Hon. Jas. O. McLanaghan, Minister of Health, and the Hon. Ivan Schultz, Minister of Education, for the Province of Manitoba, and to our Premier the Hon. Stuart Garson.

Resolution No. 16.

Whereas in many rural schools pupils are not being taught the art of singing. This being an important item in our school curriculum.

We therefore ask our Department of Education that this art be given more consideration in our normal school to assist our teachers.

Resolution No. 17.

We recommend that steps be taken to bring about the exchange of teachers between the City of Winnipeg and Rural districts, and to accomplish this a Committee be set up by the incoming Executives to study the question and report at the 1943 Manitoba School Trustees' Convention.

Resolution No. 19.

Whereas in certain instances the Public Schools Act provides that rural schools may pay non-resident fees for pupils attending another school for the purpose of taking Grade nine. In other instances that the parent or guardian must pay this fee. This leads to a lot of disagreement between the parties concerned.

Therefore be it resolved that Grade nine be placed in the same standing as Grades ten and eleven and collected through the municipality.

Resolution No. 20.

That whereas the cost of living and increases in cost of labour has advanced, and whereas the cost of driving vans has increased, we ask the Department: To raise the proportion for driving vans to forty per cent of fifty cents a mile in place of the present rate of thirty-five cents a mile.

Resolution No. 21.

Resolved that more consideration be given to horse drawn school vans in regard to rubber.

Resolution No. 22.

Resolved that a Committee or Executive be appointed to investigate taxation of Consolidated Schools and study the question of high school levies throughout the municipalities.

THE EXECUTIVE'S PRESENTATION—Re "ADMINISTRATION"

Financing of Schools.

The Legislature during its last session appointed a Select Committee to make a study of Administration and Financing of the school system of the Province.

This Select Committee invited the Executive of this Association to present a brief on this subject with suggestions or recommendations for the improvement of our school system for the present and post-war period.

Therefore the following suggestions as presented by the Executive for consideration before presenting a brief, were endorsed by the Convention.

1. Mr. Allan—Technical Education and High School Areas.

(a) That educational opportunities, as between the rural areas and the larger centres are far from being equal.

(b) Therefore in view of present-day conditions with an outlook towards the post-war period,

We suggest,

(c) That some change in the Educational system is necessary, in addition to our Universities to equalize the opportunities for the rising generation, particularly along the line of Technical and Agricultural advancement to keep in balance with Science in other fields.

(d) That Institutions be located in certain strategic centres which would embody the teaching of Technical and Agricultural Science as well as the Academic standards which prevail.

(e) That these Institutions be financed by our Federal and Provincial Governments.

(f) That the administration of the said Institutions be administered by equal representation from the residents within the defined area and the Governments in question.

(g) That the policy of the Department of Education pertaining to Technical Education be endorsed by the Convention.

(h) That the Executive of the Manitoba School Trustees' Association appoint a Committee to submit a brief to the Legislative Committee on the points as outlined.

2. Mrs. Rorke and Mrs. Manns—That Normalites be accepted in City Schools. That country teachers exchange places with city teachers.

3. Mr. Dowsett—That it be made possible to receive a Grade IX Non-resident grant.

That Grade IX be replaced in the High Schools, as many teachers are not qualified or fitted for conducting Grade IX.

4. Mr. Marion—It might be wise to seek the imposition of a Sales Tax to secure greater revenue for Schools.

5. Mr. Fitton—That the well-being of our country depends upon the "Enterprise and Culture" of each and every member of our Commonwealth. Therefore, the development of "Enterprise and Culture" should be the fundamental thought in the programme of Education.

Also, we believe that the instructional costs of education should be the responsibility of both the Federal and Provincial Governments.

6. Mr. Dowsett—That Bursaries be extended to allow the greatest possible number of worthy scholars to be assisted.

BY-LAWS

of the Newly Incorporated Manitoba School Trustees' Association

Following the passage of Resolution No. 1 at the 1943 Convention the Executive has had prepared, the subject matter of the existing Constitution in the form of By-Laws becoming a corporate association.

A BY-LAW RELATING GENERALLY TO THE CONDUCT OF THE AFFAIRS OF THE MANITOBA SCHOOL TRUSTEES' ASSOCIATION

The executive of The Manitoba School Trustees' Association enacts as follows:

SEAL

1. The seal, an impression whereof is stamped on the margin hereof, is hereby declared to be the corporate seal of the Association.

(Seal)

PRINCIPAL OFFICE

2. The principal office of the Association shall be in the Province of Manitoba, and at such place therein as the directors may from time to time decide.

MEETINGS OF THE ASSOCIATION

3. **Annual Convention**—Unless the executive shall otherwise determine, the annual general meeting or Convention of the Association shall be held on the third Tuesday, Wednesday, and Thursday of the month of January in each year, commencing at the hour of 9.30 o'clock in the morning; and shall be convened by giving notice in writing to each school district of the Province at least forty days before the date of the opening of the Convention.

4. **Delegates to the Convention**—Delegates to the Convention from school districts shall be school trustees elected or appointed under the provisions of "The Public Schools Act" of the Province of Manitoba as such trustees, and may also include the secretary-treasurer of any school district of the Province. The numbers of such delegates shall be as follows:

- (a) 1 in the case of each school district having fewer than 3 teachers;
- (b) 2 in the case of each school district having not fewer than 3 nor more than 5 teachers;
- (c) 3 in the case of each school district having not fewer than 6 nor more than 10 teachers;
- (d) 4 in the case of each school district having not fewer than 11 nor more than 20 teachers;
- (e) 5 in the case of each school district, other than the School District of Winnipeg No. 1, having more than 20 teachers;
- (f) 7 in the case of the School District of Winnipeg No. 1;
- (g) 1 in the case of each local Association comprising fewer than 10 school districts;
- (h) 2 in the case of each local Association comprising 10 or more school districts.

In addition, all other members of the Association shall be deemed to be delegates to the Convention and shall have all the rights and privileges of delegates.

5. **Special Meetings**—The executive may, whenever it thinks fit, call a special general meeting of the Association.

6. **Notice**—Notice of the time and place thereof and specifying the purposes thereof, shall be given in writing to each member specified in clauses (a) to (g), both inclusive, of section 6 of the Act incorporating the Association, and to each school district of the Province.

7. **Quorum**—A quorum at any general meeting of the Association shall consist of not fewer than 25 members present in person.

8. **Voting**—With the exception of the Chairman, whose right to vote is limited by section 9 hereof, every member shall be entitled to one vote on each question dealt with at any general meeting of the Association.

9. Any question arising at any general meeting of members shall be decided by a majority of votes and, in the case of an equality of votes, the Chairman shall have a casting vote.

10. Except in the case of election of members of the executive, the vote at any general meeting may be taken by a show of hands unless a poll is demanded by a majority.

11. **Order of Business**—The order of business at any meeting or session of the Association shall be that expressed in the printed program, if any, or as the executive or the Chairman may determine; provided that the first business to be taken up at any annual general meeting, after the initial formalities, shall be the appointment of a Resolutions Committee.

12. **Chairman**—The Chairman may, with the consent of the meeting, adjourn any general meeting of the Association from time to time and from place to place.

THE EXECUTIVE

13. **Election of President and Vice-President**—At each annual general meeting the election of the President and the Vice-President, successively, shall be by ballot after nominations have been regularly closed. The candidate receiving the majority of votes polled shall be declared elected. In the event of more than two candidates being nominated, the election shall be by single transferable vote, and the candidate receiving a majority of votes, after the necessary transfers have been made, shall be declared elected.

14. **Election of Additional Directors**—The executive of the Association shall be composed of 8 directors in addition to the President and the Vice-President of the Association, and the President and the Secretary of The Manitoba School Inspectors' Association. At each annual general meeting, after the election of the President and the Vice-President, the Chairman shall receive nominations for the election of the said 8 additional directors and, on such nominations being regularly closed, the vote shall be taken by ballot and the 8 candidates receiving the greatest number of votes shall be declared elected.

15. **Scrutineers**—The said elections shall be under the direction and supervision of a committee of 11 scrutineers, of whom 4 shall be appointed by the executive and the remainder by the Convention. For the purposes of each election, the scrutineers shall distribute to the members present entitled to vote, the necessary ballots supplied by the Secretary.

Treasurer, shall collect, open, and count the ballots, and then report to the Chairman, who shall in turn report to the Convention the result of the election.

16. **Eligibility**—No person shall be eligible for election as the President or as the Vice-President or as an additional director of the Association who is not a school-trustee member of the Association at the time of his or her nomination.

17. **Meetings of the Executive**—The executive shall hold its regular meetings as follows:

- (a) On the last juridical day prior to the day of commencement of the annual general meeting or on the said day of commencement; and
- (b) Immediately after the adjournment of the annual general meeting; and
- (c) On notice in writing to each member whenever the President shall deem a meeting necessary.

18. **Notice**—Notice of the time and place for holding any meeting of the executive shall be given in writing to each member of the executive not less than 24 hours before the meeting is to take place; provided that no notice shall be necessary in the case of the meeting of the executive held immediately after the adjournment of the annual general meeting of the Association.

19. **Quorum**—6 members of the executive shall form a quorum for the transaction of business.

20. **Voting**—Any question arising at any meeting of the executive shall be decided by a majority of votes, the Chairman to have no vote except in the case of an equality of votes a casting vote.

21. **Order of Business**—The order of business at any regular meeting, and as far as possible at any special meeting, of the executive shall be:

- (1) Calling of roll;
- (2) Reading of minutes of last previous meeting;
- (3) Business arising out of the minutes;
- (4) Communications;
- (5) Reports of officers and committees;
- (6) Unfinished business;
- (7) New business.

22. **Contracts**—The executive shall from time to time make or cause to be made for the Association such contracts of any description as the Association may lawfully enter into and as the executive shall consider advisable for the purposes of the Association. Any contract which is required to be in writing and any formal contract shall be sufficiently executed if the seal of the Association be impressed thereon and attested by the signature of the President, or in his absence the Vice-President, of the Association and also by the signature of the Secretary-Treasurer of the Association.

23. **Further Duties**—It shall be the duty of the executive to:

- (a) Choose the date or dates and formulate the program for the annual general meeting and make all necessary arrangements therefor;
- (b) Appoint 5 members to a Credentials Committee to act as hereinafter set forth, of whom at least 1 shall be of the executive;

- (c) Carry out the decisions and give effect to the resolutions of the annual general meeting; and
- (d) Hire, and fix the salaries or other remuneration of, any necessary assistants.

DUTIES OF OFFICERS

24. **President and Vice-President**—The President, or in his absence, the Vice-President, shall perform such duties as are usually incident to the office of President of a corporation or are required of him by the executive.

25. The President, or in his absence the Vice-President, or in the absence of both, a Chairman to be elected by the meeting, shall preside at all meetings of the Association and of the executive.

26. The President shall be ex-officio a member of all committees.

27. **Secretary-Treasurer**—The Secretary-Treasurer, who shall be appointed and whose remuneration shall be fixed at the first meeting of the executive after the adjournment of the annual general meeting, and at such other time or times as may be expedient, shall:

- (a) Keep a full and accurate record of the proceedings of all meetings of the Association and of the executive;
- (b) Conduct such correspondence as the executive may authorize or as may be expedient and proper;
- (c) Have charge of all books, records, and papers and of the seal of the Association, all of which he shall deliver as and when instructed or authorized by the executive and not otherwise;
- (d) Have his records present at all meetings of the Association and of the executive;
- (e) Keep all minutes, books, and accounts which the Association is by law required to keep;
- (f) Keep a true and exact account of all receipts and disbursements, with vouchers for the latter, of which he shall provide an interim statement for each meeting of the executive and render a full statement to the executive prior to each annual general meeting;
- (g) Report at each meeting of the executive all the activities of the Association not otherwise reported thereat.

28. The Secretary-Treasurer shall at the annual general meeting of the Association submit a statement, duly made up to the last preceding 31st day of December and audited, of the receipts and expenditures of the Association for the calendar year ending on that date, and of the assets and liabilities of the Association.

29. The Secretary-Treasurer shall have and perform such further or other functions and duties as are incident to his office and as are assigned to him by this by-law and as may be required of him from time to time by the executive or by law.

CREDENTIALS COMMITTEE

30. At or immediately prior to the annual general meeting, the Credentials Committee shall examine all credentials of delegates and shall issue to each delegate whose credentials it has found to be in order a badge showing his or her standing in the Convention, and no person shall be entitled to a vote who is not the holder of a badge so issued.

RESOLUTIONS

31. **Resolutions Committee**—The Resolutions Committee shall consist of the President and not more than 10 other members, of whom four shall be appointed by the executive and the remainder by the Convention.

32. (1) **Resolutions**—Every resolution must be in writing, signed by a mover and a seconder.

(2) All resolutions shall be referred to the Resolutions Committee, which shall examine them and report from time to time to the Convention and shall submit to the Convention those which the Committee considers worthy of discussion.

(3) Where a resolution has not been reported by the Resolutions Committee, the mover or seconder may, after all reported resolutions have been disposed of, and with the consent of two-thirds of the members of the Association present at the time, submit such unreported resolution to the Convention.

BANKING

33. **Bank Account**—The Association shall maintain in its own name in the Main Branch of the Bank of Montreal in the City of Winnipeg, or such other Bank or Branch as may be determined upon by the executive, a general account in which the President and / or the Secretary-Treasurer shall promptly after receipt deposit or cause to be deposited in the name of the Association all moneys, bills of exchange, cheques, and orders belonging to the Association. For that purpose, the President and / or the Secretary-Treasurer is hereby authorized on behalf of the Association to endorse all or any of the said bills of exchange, cheques, and orders. The President and / or the Secretary-Treasurer is also hereby authorized from time to time to arrange, settle, balance, and certify all books and accounts between the Association and the Bank and to receive all paid cheques and vouchers and to sign the Bank's form of settlement of balances and release.

34. **Drawing of Cheques**.—The President (or in his absence the Vice-President) and the Secretary-Treasurer are hereby authorized to sign in the name and on behalf and on the account of the Association, all or any bills of exchange or cheques for the payments which the executive shall have authorized.

FIDELITY BOND

35. A fidelity bond in favour of the Association in a sum not less than \$2,000.00 shall at all times be held and maintained by the Association in respect of the Secretary-Treasurer.

NOTICE

36. Wherever under the provisions of this or any by-law, notice is required to be given in writing to any person or to any school district or corporation, such notice may be delivered personally or sent through the post in a letter addressed to such person, school district, or corporation at the address appearing in the records of the Association.

37. Such notice, if sent through the post, shall be deemed to have been given at the time at which the letter containing it was deposited in the post office or post box.

38. The non-receipt of any notice shall not invalidate any proceedings or transaction at any meeting or otherwise. No proceedings at the annual general meeting of the Association shall be invalid because of absence of notice to any person, school district, or corporation, but it shall nevertheless be the duty of the Secretary-Treasurer to give notice of such meeting, as hereinbefore provided.

39. Any member of the Association or of the executive may at any time waive notice of any meeting or any irregularity in any meeting or any notice thereof.

FISCAL YEAR

40. The fiscal year of the Association shall end on the 31st day of December.

ADOPTED AND PASSED this eighth day of April, 1943.

D. L. CAMERON,
President

ROBERT LOVE,
Secretary-Treasurer

(Seal)
